



**VANCOUVER COMMUNITY COLLEGE  
BOARD OF GOVERNORS PUBLIC MEETING AGENDA**

Wednesday, May 30, 2018 at 5:30 p.m. – Room 420, Downtown Campus

**Board of Governors:** Pam Ryan (Chair), Chloe Lau, Mike Tourigny, Dee Dhaliwal, Brenda Aynsley, Erin Klis, Garth Manning, Tarun Puri, Zara Hashemi, R. Nicolas

**Ex-Officio:** Peter Nunoda (President & CEO), Todd Rowlett (Chair, EdCo)

**Board EA:** Deborah Lucas

**Staff Resources:** Marlene Kowalski, Kathryn McNaughton, Karen Wilson (Senior Executive Team)  
David Wells, Dean, School of Arts & Sciences

**Guests:** Constituency group representatives

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1.	Call to Order	--	P. Ryan	--	--	--
2.	<b>APPROVAL OF AGENDA/CONSENT AGENDA</b> <b>Recommended Resolution:</b> <i>“THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda”</i>  2.1 Minutes – Apr 4, 2018 2.2 Consent Resolution – Revised Bylaw G.1.0 2.3 VCC News & Events 2.4 VCCFA Report	2 min		DRAFT Minutes – Apr 4, 2018 Consent Resolution – Revised Bylaw G.1.0 IN – News & Events VCCFA Report	Decision	3 9 19 22
3.	Chair’s Remarks	2 min	P. Ryan	--	Information	--
4.	President’s Remarks	2 min	P. Nunoda	--	Information	--
5.	<b>CONSTITUENCY GROUP UPDATES</b> 5.1 CUPE Local 4627 5.2 VCCFA 5.3 SUVCC	5 min each	Constituency Reps	-- -- --	Information	-- 22 --
6.	<b>BOARD COMMITTEE REPORTS</b> 6.1 Human Resources Committee 6.2 Governance Committee 6.3 Finance and Audit Committee	5 min	B. Aynsley D. Dhaliwal M. Tourigny	-- -- --	Information Information Information	-- -- --



Vancouver Community College  
BOARD OF GOVERNORS PUBLIC MEETING AGENDA – May 30, 2018

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
7.	<b>FINANCE</b>	15 min	M. Tourigny/ M Kowalski M. Tourigny	Financial Performance (MD&A) – Period End Mar 31, 2018 DN - 2017/18 Audited Financial Statements	Information  Decision	24  35
	7.1 Financial Performance (MD&A) – Period End Mar 31, 2018					
	7.2 2017/18 Audited Financial Statements					
8.	2018/19 Integrated College Plan	10 min	P. Nunoda	DN – DRAFT 2018/19 Integrated College Plan	Decision	60
9.	<b>PROGRAMS, TUITION &amp; FEES</b>	10 min	T. Rowlatt	EdCo DN – 2019/20 Academic Schedule EdCo DN – Suspension – Applied Technology for Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate	Decision Decision	223 229
	9.1 2019/2020 Academic Schedule					
	9.2 Suspension – Applied Technology for Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate					
10.	<b>POLICIES</b>	10 min	T. Rowlatt	EdCo DN - D.2.2 Awards Policy and Procedures EdCo DN - D.3.6 Admissions EdCo DN - C.1.6 Registration	Decision Decision Decision	231 238 246
	10.1 Revised D.2.2 Awards Policy and Procedures					
	10.2 Revised - D.3.6 Admissions					
	10.3 New Policy - C.1.6 Registration					
11.	<b>PRESENTATION</b> School of Arts and Sciences	10 min	D. Wells	--	Information	--
12.	<b>OTHER BUSINESS</b>	5 min	P. Ryan	--	Information	--
	12.1 Board of Governors Correspondence					
13.	Next meeting date: June 27, 2018	--	--	--		
14.	Adjourn					

**DRAFT**

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS  
OF VANCOUVER COMMUNITY COLLEGE  
HELD ON APRIL 4, 2018 AT THE DOWNTOWN CAMPUS**

<b>Board Members:</b>	Pam Ryan (Chair), Chloe Lau, Dee Dhaliwal, Brenda Aynsley, Mike Tourigny, Garth Manning, Rene-John Nicolas
<b>Ex-Officio:</b>	Todd Rowlatt (EdCo Chair)
<b>Board Secretary:</b>	Deborah Lucas
<b>Staff Resources:</b>	Marlene Kowalski, Karen Wilson (VP's) B. Griffiths, Dean, School of Trade, Technology & Design D. Sargent, Dean, School of Health Sciences
<b>Guests:</b>	Constituency Group Representatives
<b>Regrets:</b>	Dr. Peter Nunoda, Tarun Puri, Zahra Hashemi, Erin Klis

**1. CALL TO ORDER**

The meeting was called to order at 5:47 p.m. by P. Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

**2. APPROVAL OF CONSENT AGENDA**

UPON MOTION duly moved, seconded and unanimously resolved:

THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1** Minutes – Feb 7, 2018
- 2.2** VCC News & Events – Mar/Apr 2018
- 2.3** VCCFA Report

**3. CHAIR'S REMARKS**

P. Ryan:

- Attended a BC Colleges meeting for Board Chairs and Presidents on Feb 26. Topics of discussion included Indigenization, applied research and student housing.
- Congratulated the VCC Foundation and organizers of the Flourish gala and Alumni Awards for successful events on Mar 14. The outstanding Alumni Award was presented to Jim Storie, an alumni of VCC, ex-Board of Governors Chair and currently a Director on the VCC Foundation Board.
- Attended an event on Mar 27. organized for members of the Board of Governors and Foundation Board. The Board's had an opportunity to connect through a cooking activity delivered by VCC's culinary team.
- Acknowledged that these events have provided valuable opportunities to speak with faculty, alumni and students.

**4. PRESIDENT'S REMARKS**

In the absence of P. Nunoda, K. Wilson provided a summary:

- VCC welcomed Minister Mark as she toured the Annacis Island Campus (AIC) facilities on Mar 21. She visited the VR lab, classrooms and met with VCC students and spoke about the importance of gathering information on ITA and the trades in general. Delta MLA, Ravi Kahlon also toured AIC on Mar 26. and met with VCC's Heavy Duty Mechanical Trades students.

- MLA Shane Simpson, Minister of Social Development and Poverty Reduction, toured the Adult Special Education programs and met with students from VCC's career awareness program. VCC is seeking funding to provide Students with Disabilities with additional supports they need while attending VCC programs.
- On Feb 28, 300 Lower Mainland high school students visited VCC for the interactive Try-A-Trade event., which highlights VCC's programs and presents hands-on activities.
- In Feb, VCC held two Town Hall meetings with the VCC staff to communicate and respond to questions regarding the 2018/19 Budget.

## **5. CONSTITUENCY GROUP UPDATES**

### **5.1 CUPE Local 4627**

There was no report from CUPE Local 4627.

### **5.2 Vancouver Community College Faculty Association (VCCFA or FA)**

The VCCFA Report was included in the meeting materials. VCCFA President, K. Shortt:

- Distributed copies of the handbook titled "Whose Land is it Anyway? A Manual for Decolonization".
- Highlighted the comments around the draft 2018/19 budget that are provided in full in the VCCFA report.

### **5.3 Student Union of Vancouver Community College (SUVCC)**

There was no report from CUPE Local 4627.

## **6. FINANCE**

### **6.1 Finance & Audit Committee (FAC) Report**

The Committee met on Mar 21. FAC Chair, Mike Tourigny, presented the report to the Board:

- The 2018/19 Operating Budget and Capital were presented and approved for recommendation to the Board.

### **6.2 Financial Performance (MD&A) – Period End Feb 28, 2018**

- The Financial Performance (MD&A) Report for the period ending Feb 28, 2018 was presented.
- For the period, revenues were on budget, while expenses are \$1.3M below budget. The main variance is due to the funding model change from Adult Upgrading Grants (AUG) to free tuition for Adult Basic Education and English as an Additional Language.
- The year end forecast shows that VCC is projecting a surplus of \$988K. Revenue is forecasted to be \$107.6M (900K below budget). Again, the main reason for the decrease in revenue is the funding model change from AUG to free tuition for ABE and EAL which results in \$2.4M less revenue. However, this is offset by lower expenses.
- Expenses are forecasted to be \$105.7M (\$1.9 million lower than budget).
- This forecast recognizes that \$500K of the \$1M contingency built into the 2017/18 budget will not be used. However, the remaining \$500K will be absorbed due to higher costs, mainly in salaries.

### 6.3 2018/19 Operating Budget

- The draft 2018/19 Operating Budget was presented to FAC for review and recommendation to the Board.
- FAC were satisfied with the assumptions and agreed that the budget is conservative and realistic with the anticipated revenue.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2018/19 Operating Budget.

### 6.4 2018/19 Enrolment Plan

T. Rowlatt presented the 2018/19 Enrolment Plan to the Board.

- Education Council (EdCo) reviewed the plan at meetings in Feb and March 2018.
- The plan aligned with budget projections, but EdCo commented that the significant increase in international students is something they will continue to review to ensure that adequate support services are being provided to these students.
- International student satisfaction is currently being received through a survey and via instructor feedback. The results indicate that overall, VCC's student's are satisfied. The international agents would like to more seats to become available.
- VCC currently has between 6-8 Youth-Out-of-Care students.
- Senior Executive confirmed that the Assessment Centre is currently under review, but it's maintaining the provision of full assessment services during this time. The review is due for completion in the fall 2018.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve the 2018/19 Enrolment Plan.

### 6.5 2018/19 Capital Budget

- As part of the annual budgeting cycle VCC has developed a capital plan funded through VCC internal capital. For 2018/19 VCC is requesting that \$3.0 million be allocated for, facilities improvements, library, furniture and equipment and for IT projects that are not covered under the tech refresh leasing program.
- FAC reviewed the Statement of Financial Position and Statement of Cash Flow and they support the 2018/19 Capital Budget submission.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2018/19 Capital Budget.

## 7. 5-YEAR ACADEMIC PLAN 2018-2023

- VP, Academic, K. McNaughton, presented the draft plan to EdCo in March 2018.
- Academic Deans presented the key initiatives of their schools and highlighted current year accomplishments.

- EdCo noted themes to the plan, including a focus on the development of new and existing programs and improving practices around space, registration and support services.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve the 2018-2023 Academic Plan.

## **8. NEW PROGRAMS, TUITION & FEES**

### **8.1 New Program – Associate of Science Degree**

T. Rowlett provided a summary of the Decision Note included in the meeting materials.

- The Associate of Science Degree provides two years of undergraduate university level study that allows students to move into upper-level courses when they transfer to a four-year university setting.
- This is the first Associate credential VCC is proposing, with an Associate of Arts Degree still in development. Gathering VCC's UT courses into an Associate credential will simplify the transfer pathway to universities.
- The anticipated start date is for 2019, however, significant capital is required to develop labs for this program. Funding for this project is one of five capital project requests submitted to AEST.
- EdCo reviewed and approved the implementation of this program at a meeting in March 2018.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Associate of Science Degree.

### **8.2 Suspension of TESOL Certificate and Diploma**

T. Rowlett provided a summary of the Decision Note included in the meeting materials.

- VCC's English as an Additional Language (EAL) department currently teaches a certificate and diploma program in TESOL (Teachers of English to Speakers of Other Languages).
- The governing body TESOL Canada, responsible for licensing faculty and validating the programs, ceased to operate as an independent organization in 2017. This has caused uncertainty in the field.
- TESOL programs do not support a regular faculty cohort, and the EAL department have the challenge of sustaining faculty qualified to teach in TESOL. As a consequence, keeping curriculum up to date is an added challenge.
- There are structural issues around both credentials, as they do not meet the minimum credit and hour requirements for a certificate or diploma credential.
- There is a demand for this program, but a renewal will allow the College to develop a more sustainable and stable model. The estimated completion of the renewal is the 2019/20 fiscal year.
- The current cohort of Certificate students will finish in June 2018, but new intakes would be suspended, effective immediately.

UPON MOTION duly moved, seconded and resolved:

THAT, on the advice of Education Council, the Board of Governors approve the suspension of the TESOL Certificate and Diploma programs effective April 2018.

### **8.3 International Tuition - New Heavy Mechanical Technology Diploma**

Dean, Brett Griffiths, presented this item for information only.

- The two-year diploma program, scheduled for implementation in May 2019, is designed for international students who wish to obtain employment in the Heavy Mechanical Trades Industry as Heavy Duty Equipment Technicians, Truck and Transport Mechanics, Diesel Engine Mechanics or Transport Trailer Technicians.
- Graduates with this training are in high demand. It is the only program of this type, offered in the province to international students.
- This program creates an opportunity to add a revenue stream to the department.
- Tuition was set by Senior Executive at \$32,820 for the two-year Diploma (\$547/credit 60 credits). This a similar rate to other programs offered by VCC's International Education department and is high enough to recover equipment costs and provides a 37% net contribution to overhead.

## 9. POLICIES

### 9.1 C.3.2 Program Review and Renewal Policy

T. Rowlatt provided a summary of the Decision Note included in the meeting materials.

- EdCo's Program Review and Renewal Standing Committee conducted the review of C.3.2, which was last reviewed in 2011. Significant revisions include:
  - Streamlining annual review process.
  - Expanding Program Renewal processes, building in an external peer review process and clearer reporting and accountability.
  - With the exception of degree programs, replacing 6-year program review cycle with the more robust annual review process.
- Updating C.3.2 is timely as VCC is currently undergoing a review by a provincial quality assurance process audit (QAPA).

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve the revised C.3.2 Program Review and Renewal Policy and Procedures.

## 10. EDUCATION COUNCIL (EdCo)

The Educational Council Report was included in the meeting materials. T. Rowlatt provided highlights:

- VCC is developing a Computer System Technology (CST) Diploma. It is a two-year diploma program, open to international and domestic students and is designed for individuals who wish to obtain employment in the IT Industry as a Mobile Applications programmer, Computer Programmer, and Network Administrator. The College has received new base funding from the Ministry of Advanced Education and Skills Training (AEST). Capital funds will be used to develop the computer labs required to run these programs.
- With the development of technology programs being a high priority for VCC, a new department will be established. Dean, Brett Griffiths will oversee this project.
- The 2025 BC Labour Market Outlook anticipates 34,249 job openings to 2025 in BC. The majority of job openings are a result of industry growth rather than job replacement.

## 9. BOARD COMMITTEE REPORTS

### 9.1 Human Resources Committee Report (HRC)

No Report. The next meeting is on Apr 25.

## **9.2 Governance Committee (Gov Com)**

No Report. The next meeting is on Apr 25.

## **10. PRESENTATION**

As part of a series of portfolio/department presentations to the Board, Debbie Sargent, Dean, School of Health Sciences presented to the Board. The presentation was well received.

## **11. OTHER BUSINESS**

### **11.1 Board of Governors Correspondence**

- The 2018/19 Mandate Letter was executed by the Board and submitted to AEST.
- The Crown Agency and Board Resourcing Office Request for Appointment package was submitted.

## **12. NEXT MEETING**

The next Board of Governors Public Board meeting will be held on May 30, 2018.

## **13. ADJOURN**

There being no further business, the meeting adjourned at 7:11 p.m.

**APPROVED AT THE MAY 30, 2018 PUBLIC BOARD MEETING:**

**Pam Ryan**  
**Chair, VCC Board of Governors**





**NOTE: THIS DECISION IS RESOLVED.**

**THE FULLY EXECUTED RESOLUTION IS INCLUDED AS APPENDIX C.  
THIS ITEM IS PRESENTED FOR INFORMATION ONLY, AS A CONSENT AGENDA ITEM.**

## DECISION NOTE

**PREPARED FOR:** VCC Board of Governors

**DATE:** May 3, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL BY CONSENT RESOLUTION:**  
Revised G.1.0 Board Conduct Bylaw

### BACKGROUND:

As part of the new public sector accounting standard “PS 2200 Related party disclosures”, the scope of the annual declarations has been increased.

The Office of the Auditor General has advised VCC that the annual declaration should include if the board member is aware of any related party transactions between the Institution and close family members (e.g. partner or dependent child or dependent child of partner).

Under PS 2200, the definition for related party/related party transaction is:

- 1) A **related party** exists when one party has the ability to exercise control or shared control over the other. Two or more parties are related when they are subject to common control or shared control. Related parties also include key management personnel and close family members.
- 2) A **related party transaction** is a transfer of economic resources or obligations between related parties, or the provision of services by one party to a related party. These transfers are related party transactions whether or not there is an exchange of considerations or transactions have been given accounting recognition. The parties to the transaction are related prior to the transaction. When the relationship arises as a result of the transaction, the transaction is not one between related parties.

The Governance Committee met on April 25 and agreed to revise bylaw G.1.0 Board Conduct to include language around related party transactions. The revisions were presented to the Office of the Auditor General, who confirmed they meet the requirements under PS 2200.

### NEXT STEPS:

The Board will review the recommended revisions and approve by Consent Resolution.

**ATTACHMENTS:** APPENDIX A – A guide to PS 2200 Related Party Disclosures  
APPENDIX B - DRAFT G.1.0 Board Conduct & Oath of Office  
APPENDIX C – Consent Resolution (FOR SIGNATURE)

**PREPARED BY:** Deborah Lucas, Executive Assistant, Board of Governors

**DATE:** May 3, 2018

## Section PS 2200 - *Related Party Disclosures*

SCOPE	RELATED PARTY	RELATED PARTY TRANSACTION
<p><u>Does not</u> apply to:</p> <ul style="list-style-type: none"> <li>Restructuring transactions;</li> <li>For consolidated financial statements, transactions that are eliminated on consolidation and those with entities accounted for under the modified equity method; and</li> <li>Disclosure of key management personnel compensation arrangements, expense allowances and other similar payments routinely paid in exchange for services rendered.</li> </ul>	<ul style="list-style-type: none"> <li>Can be an entity or an individual.</li> <li>A related party exists when one party has the ability to exercise control or shared control over the other.</li> <li>Two or more parties are related when they are subject to common control or shared control.</li> <li>Related parties also include key management personnel, including directors, and close family members of those individuals.</li> </ul>	<ul style="list-style-type: none"> <li>A transfer of economic resources or obligations between related parties, or the provision of services by one party to a related party. These transfers are related party transactions whether or not there is an exchange of considerations or transactions have been given accounting recognition.</li> <li>The parties to the transaction are related prior to the transaction. When the relationship arises as a result of the transaction, the transaction is not one between related parties.</li> </ul>
DISCLOSURE		
WHEN TO DISCLOSE		
<ul style="list-style-type: none"> <li>Not all related party relationships or transactions occurring between related parties are required to be disclosed.</li> <li>Disclosure is generally required when: <ul style="list-style-type: none"> <li>A transaction occurs between related parties at a value different from that which would have been arrived at if the parties were unrelated; and</li> <li>The transaction has or could have a material financial effect on the financial statements.</li> </ul> </li> </ul>		
FACTORS TO CONSIDER		
<ul style="list-style-type: none"> <li>Factors to consider in determining whether information about transactions occurring between related parties would need to be disclosed in the financial statements include, but are not limited to: <ul style="list-style-type: none"> <li>Whether the transactions are undertaken on different terms and conditions that it is reasonable to expect would have been adopted if the parties were dealing at arm's length in the same circumstances;</li> <li>The materiality of the effect the transactions, individually or taken as a whole, have or could have on the entity's financial position and changes in financial position reported in financial statements;</li> <li>The relevance of the information to the decisions of users and their evaluation of the financial effect or potential financial effect of the transactions on the financial statements of the entity;</li> <li>The contribution the information would have to users' understanding of the operating environment and the financial statements of the entity; and</li> <li>The need for the information to enable users to compare the entity's financial position and changes in financial position reported in financial statements with that of other entities.</li> </ul> </li> </ul>		
WHAT TO DISCLOSE		
<ul style="list-style-type: none"> <li>When it is determined that information about related party transactions needs to be disclosed in the financial statements, the disclosure would include the following: <ul style="list-style-type: none"> <li>Adequate information about the nature of the relationship with related parties involved in related party transactions;</li> <li>The types of related party transactions that have been recognized;</li> <li>The amounts of the transactions recognized classified by financial statement category;</li> <li>The basis of measurement used;</li> <li>The amount of outstanding balances and the terms and conditions attached to them;</li> <li>Contractual obligations with related parties, separate from other contractual obligations;</li> <li>Contingent liabilities involving related parties, separate from other contingent liabilities; and</li> <li>The types of related party transactions that have occurred for which no amount has been recognized.</li> </ul> </li> </ul> <p>Items of a similar nature should be disclosed in aggregate.</p>		

## APPENDIX B



## BOARD CONDUCT BYLAW

VCC BYLAW:	G.1.0
APPROVED BY:	Board of Governors
APPROVED DATE:	February 7, 2018
AMENDMENT DATE:	

**NOTE: REVISIONS ARE HIGHLIGHTED****1. PURPOSE / RATIONALE**

Members of the Board must avoid any real or perceived conflict of interest that might impair or impugn the independence, integrity or impartiality of the Board. There must be no apprehension of bias based on what a reasonable person might perceive.

Members of the Board who are in any doubt must disclose their circumstances and consult with the Chair.

**2. SCOPE / LIMITS**

This bylaw applies to all Board members, appointed or elected, voting or non-voting and ex officio.

**3. DEFINITIONS**

- a) Board means the governing board as defined in the College and Institute Act.
- b) Appointed member means a community member appointed by Order in Council.
- c) Internal employee member means a member of the faculty or support staff working at the college, elected by their peers to the Board as allowed under the College and Institute Act (including the ex officio position of Chair of Education Council).
- d) Student member means a student elected to the Board by their peers as allowed under the College and Institute Act.
- e) Board employee member means the President of the College who is named in the College and Institute Act as a non-voting member of the Board.
- f) Board Chair means an appointed member elected annually to the position of the Chair from among the voting board members by a majority vote.
- g) Related party means a person that is known to the Board member (usually close family or friend) who provides or intends to provide services to the Institution.
- h) Related party transaction is the provision of services by one party to the Institution over which the other "related party" has some influence or control.

## 4. PRINCIPLES

### 4.1 Code of Ethics

- a) Each member, regardless of whether they are elected or appointed or is an ex officio member of the Board, has the responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.
- b) Members of specific constituency groups such as faculty, staff or students may bring forward to board discussions the views of their respective constituency; however, in deliberations and voting they shall always act in accordance with the best interest of the college as a whole.
- c) Board members are expected to act at all times in good faith and with honesty and due diligence.
- d) Board members are expected to regularly attend meetings and to adequately prepare for the duties expected of them.
- e) "If a member of the board has not attended three (3) consecutive regular meetings of the board, the member is no longer a member of the board unless excused by resolution of the board." College and Institute Act, [S.59.7].
- f) Board members shall stand by and uphold decisions of the Board.
- g) The conduct and language of Board members must be free from any discrimination or harassment prohibited by the Human Rights Code.
- h) Board members' conduct shall reflect social standards of courtesy, respect and dignity.
- i) Board members must not reveal or divulge confidential information received in the course of their duties.
- j) Confidential information must not be used for any purpose outside that of undertaking the work of the Board. To this end each member of the Board shall take due care to ensure that confidential information of the Board is not made public.
- k) The Board speaks as with one voice. The Board Chair or someone designated by the Board Chair, represents the Board in the public. All Board members must refer to the Board Chair for public comments about the Board and its decisions.
- l) Performance of Board duties shall not result in any personal or private financial or other substantive gain for its members. (Private gain does not include honoraria for service on the Board.)

## 4.2 Conflict of Interest

Actions taken in the course of performing duties as a member of the Board shall neither cause nor suggest the reality or perception that the member's ability to perform or exercise those duties has been or could be affected by private gain or interest. All Board members shall ensure that:

- a) Personal financial interests, assets or holdings are not in conflict with any decision, information or other matter that may be heard by or acted upon by the Board.
- b) Activities undertaken as a private citizen are not in conflict with any responsibilities held as a member of the Board.
- c) Activities undertaken as a member of the Board are not in conflict with any activities undertaken as a private citizen.
- d) They remain impartial at all times toward individuals who deal with the Board and, as a member, avoid taking any action that may result in preferential treatment for any individual.
- e) Any actual or potential related party transactions are brought to the attention of the Chair and (if deemed appropriate by the Chair) to the rest of the Board.
- f) Personal employment is not dependent on any decision, information or other matter that may be heard by or acted upon by the Board.
- g) Other memberships, directorships, voluntary or paid positions or affiliations, are not in conflict with work undertaken in the course of performing their duties as a member of the board.
- h) Student members are not considered to be in conflict on issues related to fees and charges paid to the institution by students, and may engage in the full debate and vote on these issues.

## 4.3 Enforcement

As part of their commitment to the Board, members of the Board are required to affirm an Oath of Office (Appendix A), agreeing to abide by the Board Conduct Bylaw.

- a) The Board Chair shall take action if the Board Conduct Bylaw is breached. Such action may include removal from a board activity including a board meeting, suspension from activities other than regular board meetings for a period of time, suspension for up to two consecutive regular board meetings (in-camera sessions are considered part of the regular board meeting), reprimand, warning, forfeiture of stipend and other sanctions. Any suspension imposed must not exceed two consecutive board meetings based on the limit noted in Section 59(7) of the College and Institute Act.
- b) A member on whom a penalty has been imposed may appeal to the Board of Governors the decision or the penalty, or both.
- c) The decision of the Board is final.

## 5. GUIDELINES

The following guidelines are intended to assist the members of the Board and the Board Chair to resolve or handle situations where real, potential or perceived conflict of interest exists or the code of ethics has been breached.

### 5.1 Handling Conflict of Interest

- a) The Board Chair will examine the agenda with a view to determining real, potential or perceived conflict of interest.
- b) If the Board Chair believes there is a conflict of interest situation, they will advise the individual involved.
- c) If the Board member agrees, they will:
  - i. Declare the conflict at the commencement of the meeting at which the topic of conflict is scheduled.
  - ii. For In Camera sessions, the Board member in conflict will absent themselves from the meeting for the duration of the discussion and decision on the topic in conflict.
  - iii. For public sessions, the Board member in conflict will refrain from discussing or voting on the topic in conflict.
- d) If the Board member does not agree, the Board Chair will:
  - i. Call an In Camera meeting prior to the meeting of at which the topic of conflict is scheduled.
  - ii. Put the question to the full Board for a decision at that In Camera meeting.
  - iii. The Board's decision will be final.

### 5.2 Handling a Breach to the Code of Ethics

- a) When a breach to the code of ethics has been identified, the Board Chair will take whatever action they believe is appropriate based on the nature and severity of the breach. Such action may include but is not limited to:
  - i. Warning
  - ii. Reprimand
  - iii. Suspension from the Board
- b) If the member accepts the decision of the Board Chair, the penalty is imposed and the Board Chair must report the action at the next In Camera meeting of the Board.

### **5.3 Processing an Appeal**

- a) If the member rejects the decision of the Board Chair, they may appeal to the Board in writing. The appeal must be requested within one week of the imposition of the penalty.
  - i. The penalty will remain imposed until such time as the Board hears the appeal.
  - ii. The Board will make every effort to hear the appeal within one month of its imposition.
- b) On hearing the appeal the Board may:
  - i. allow whatever evidence it considers appropriate, without regard to the rules of evidence
  - ii. allow the appeal, or
  - iii. impose any of the penalties listed in 5.2(a) or, in the case of an appointed member, request that the Lieutenant Governor in Council remove the appellant from the Board.
- c) The decision of the Board is final.

## **6. RELATED LEGISLATION & POLICIES**

College and Institute Act

## **7. RELATED POLICIES AND PROCEDURES**

G.1.0 APPENDIX A – VCC Board Oath of Office



### G.1.0 - BOARD CONDUCT

#### OATH OF OFFICE

The following Oath of Office is to be sworn, signed, and dated before the Board at the commencement of all members' first meeting with the Board and reaffirmed annually by members' signature. A Commissioner of Oaths or the Board Chair can administer the Oath of Office.

I, \_\_\_\_\_ [INSERT NAME] \_\_\_\_\_, sincerely promise and affirm that I will truly, faithfully, impartially, and to the best of my ability execute the duties and responsibilities of my position as a Member of the Board of Vancouver Community College. I have read and I agree to abide by the Vancouver Community College Board Conduct Bylaw.

\_\_\_\_\_  
**Board Member**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**PRINT NAME**

\_\_\_\_\_  
**Chair, VCC Board of Governors**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**PRINT NAME**



**APPENDIX C****VANCOUVER COMMUNITY COLLEGE  
("VCC")****CONSENT RESOLUTION OF THE BOARD OF GOVERNORS**

The undersigned, being all of the members of the Vancouver Community College Board of Governors (the "**Board**"), by unanimous consent in writing and without the formality of convening a meeting, do hereby consent to the following resolution, to be effective May 3, 2018.

**WHEREAS:**

To comply with a change in the new public sector accounting standard "PS 2200 Related party disclosures", bylaw G.1.0 Board Conduct has been revised accordingly.

To meet 2017/18 audit submission deadlines, this matter is being approved by Consent Resolution.

**RESOLVED THAT:**

THAT, on the recommendation of the Governance Committee, the Board of Governors approve the revised bylaw G.1.0 Board Conduct, as presented in the Decision Note dated May 3, 2018.

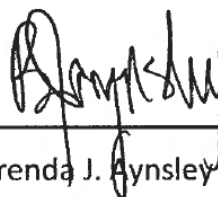
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**Consent Resolution of the VCC Board of Governors  
Revised Bylaw G.1.0 Board Conduct**

This resolution may be signed by the members of the Board in as many counterparts as may be necessary, each of which so signed shall be deemed to be an original (and each signed copy sent by electronic transmission shall be deemed to be an original), and such counterparts together shall constitute one and the same instrument and, notwithstanding the date of execution, shall be deemed to bear the date May 3, 2018.



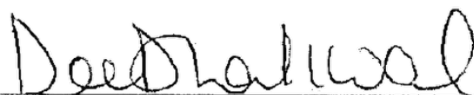
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Chair



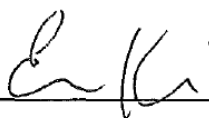
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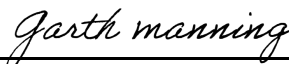
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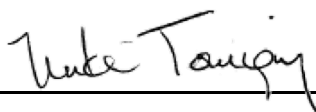
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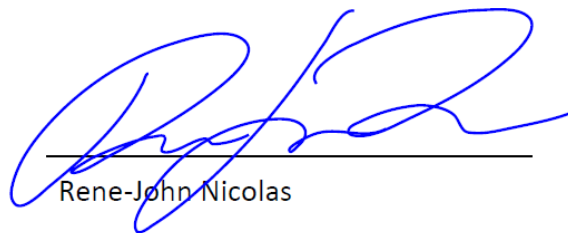
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Garth Manning



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Mike Tourigny



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Rene-John Nicolas



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Tarun Puri



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Zahra Hashemi



## VCC NEWS AND EVENTS

May 30, 2018

### News

- Central City Foundation in partnership with VCC, hosted Fair in the Square, a neighbourhood event, featuring live music, arts and crafts, and kids' activities at Victory Square Park on May 27. VCC culinary students served a free BBQ lunch to the DTES community.
- VCC celebrated Students Awards on May 25 at the Broadway campus with morning and afternoon ceremonies highlighting students' academic and community achievements.
- VCC held its Educational Technology on May 24 at the Downtown campus. This year's theme focused on applying technology to further innovation and collaboration in teaching and learning. Keynote speaker was Vis Naidoo from Cell-Ed, as well as other experts from KPU, VIU and VCC joined this free event, which is open to faculty, staff and students.
- The jewellery art & design annual student exhibition showcases graduates latest works at the downtown campus from May 24 to June 15.
- VCC welcomed the Progressive Intercultural Community Services (PICS) Society as they hosted their Mega Job Fair at VCC's Downtown campus. VCC students and faculty were among the hundreds of attendees at this free event to meet local employers and discuss job opportunities.
- The VCC Community Report 2018, is hot off the press and highlights the college's milestones, partnerships, and student and employee accomplishments. The 2018 edition features eight stories showcasing VCC's wide-reaching work in the community, from Indigenous training partnerships to English literacy programs to disaster preparedness. View the electronic version at [vcc.ca/communityreport](http://vcc.ca/communityreport). For printed copies, please contact Beth, [bboyd@vcc.ca](mailto:bboyd@vcc.ca) in marketing and communications department.
- The annual Tooth Trolley dropped by the Downtown campus to bring free dental care and education by VCC dental assisting students to Metro Vancouver children from May 21-25. The partnership event with Telus and Chevron makes seeing the dentist fun for kids – it is often their first experience with a dentist.
- VCC was proud to participate in the Canadian Mental Health Association's annual Mental Health and Wellness Week from May 7 – 11. VCC employees participated in the events and activities including a mental health and wellness fair, wellness photo contest, sound healing sessions and yoga and meditation sessions.

- VCC held an Indigenous reconciliation dialogue series from May 7-10, which included keynote speaker Kevin Lamoureux, filmmaker Petie Chalifoux, and author Tamara Starblanket. It was a privilege to host these thought leaders as VCC continues to pursue the Truth and Reconciliation Commission's Calls to Action through education.
- In honour of National Nursing Week, VCC hosted a celebration for students, faculty, and guests interested in the nursing profession on May 10. Heather Straight, manager of clinical education at Vancouver Coastal Health and a College of Registered Nurses of BC (CRNBC) Nursing Excellence Award recipient was the guest speaker.
- Dr. Peter Nunoda recently initiated the President's Innovation Council to encourage and enhance a culture of innovation at VCC. The council's first initiative was to host organizational innovation expert and author Dr. Stephen Murgatroyd on May 8, who will presented to the college community on future trends in post-secondary education.
- VCC faculty, staff, and student volunteers helped make Experience VCC, our spring open house, a great experience for all. The college had 530 online registrations, a 56 per cent attendance rate, and a lot of great feedback about student engagement. We had roughly 130 applications to our programs on the evening of the event with more applications continuing to roll in as all registrants received a promo code to waive their application fee.

### VCC in the News, highlights

- [Vancouver Community College hospitality management lets students decide if they want to aspire to be the boss](#) – **Georgia Straight (Mar. 28)** Sometimes it's difficult for people to commit to a four-year educational program if they're uncertain about their career choice. At **Vancouver Community College**, there's an option for anyone in this situation—they can take a two-year diploma in hospitality management. (March 28)
- [Book shines light on culture gaps for Chinese newcomers to Vancouver](#) – **CBC (Apr. 8)** When Yi Zheng first moved to Canada from China in 2010, his biggest challenge was the language barrier. Karlsbjerg, who has been teaching English in the learning centre at **Vancouver Community College** for 10 years, says she often saw students struggling with culture shock when they arrived to the city.
- [Top five tips for finding and living your dream career](#) – **Georgia Straight (Apr. 12)** Whether you're straight out of high school or looking for a career change, it's never too late to start living your dreams...Heather Beaulieu is a civil/structural graduate at RJC Engineers who studied electrical engineering and then went on to complete the computer-aided drafting (CAD) and building-information modelling (BIM) program at **Vancouver Community College**. (
- [Vic High home to car painting pro](#) – **Victoria News (Apr. 28)** Tony Harrington may only be in grade 10, but he's already got over 10 years of experience working on cars... Harrington just won gold at the Skills Canada provincials in car painting... "He competed there against six other students, and many had finished a first-year finishing course at **Vancouver Community College**.

## VCC Government Relations

- Bruce Ralston, Minister of Jobs, Trade and Technology, announced that Dr. Peter Nunoda has been appointed to the board of directors of Innovate BC at the #BCTECH Summit on May 14. Peter will join a diverse team of 11 experts in research, academia, and entrepreneurship whose goal is to guide and promote growth in the province's technology sector.
- MP Don Davies and Acting Mayor Louie Raymond spoke at the Progressive Intercultural Community Services (PICS) Society on May 17. Marlene Kowalski, VP and CFO and Karen Wilson, ED, Marketing and Communications had a chance to speak with them about VCC's future campus masterplan and invite them back for a campus tour this summer.
- B.C. government announced funds for tech seats on May 4. The move aims to allow students throughout the province access more opportunities to pursue high-paying, stable jobs in its blossoming tech industry. **Vancouver Community College** received \$100,000 to plan for 40 additional spaces in computer systems technology diploma. The program expansion will be supported with annual funding of \$400,000, once fully up and running in 2020-21.

### Upcoming Events:

- Convocation Spring 2018, June 19
- The Chef's Table pop-up kitchen, May 23- July 12

**PREPARED BY:** Karen Wilson, Executive Director, Marketing & Communications

**DATE:** May 22, 2018



## **VCCFA Report to the College Board**

**Submitted May 24, 2018 for the meeting on May 30, 2018**

### **VCC Community Report 2018**

Congratulations on a very uplifting Community Report. A special thank you goes to the Marketing Department for the professional presentation of our students, faculty and staff in so many professions and businesses in the Lower Mainland. It was interesting reading and visually inspiring.

### **Reconciliation in Education Week May 7 - 10**

The College's recent offerings of a variety of workshops focusing on reconciliation through education was well received by faculty. Of note, was Kevin Lamoureux, National Education Lead at the Centre for Truth and Reconciliation at the University of Manitoba. I was fortunate to be able to attend his three-hour presentation and believe it is important that everyone hear his message. Many faculty were not able to attend due to teaching commitments. We respectfully request that the College ask Mr. Lamoureux to return at a time when he can speak to a wider audience.

### **Federation of Post-Secondary Educators – Annual General Meeting and Convention**

Delegates from 19 public post-secondary institutions across British Columbia met in Whistler from May 14 – 17<sup>th</sup> for our AGM and Convention. FPSE represents over 10,000 post-secondary educators in this Province. We set our strategic priorities for the upcoming year. These include preparing for the 2019 round of bargaining and lobbying the Government to implement comprehensive post-secondary reforms. We are strongly advocating for a funding review as one has not been done since block funding replaced formula funding in the early 2000s. Most post-secondary institutions now receive approximately 50% or less of their funding by Government funded operating grants.

We also heard reports from FPSE committees – Bargaining Coordination; Workplace Health, Safety & Environment; the Status of Women; Professional and Scholarly Development; Human Rights & International Solidarity; Decolonization, Reconciliation & Indigenization, and the Pension Advisory Committee to name just a few. A variety of different topics were presented at numerous workshops such as the History of Bargaining, Decolonization & Reconciliation, Workplace Stress, Intercultural Development, and Mobilizing the Message: Effective Communications Through Social Media.



We were inspired by keynote speaker Candy Palmater, moved by Canadian Labour Congress President Hassan Yussuff and his mandate to make national Pharmacare a reality, and encouraged by the BC Federation of Labour President Irene Lanzinger on many equity issues from childcare to education. As well, Premier John Horgan and Minister Melanie Mark joined us by video. Our very own David Branter closed the ceremonies with a solo saxophone performance of “Solidarity Forever”.

### **VCCFA Student Awards**

The Faculty Association celebrates our students’ success by providing \$6,600 in scholarships each year. Five students are chosen by the faculty in their respective programs for the Fall Awards and five for the Spring Awards. Each student receives approximately \$600. The criteria the faculty use in making their decision is not based on highest mark or landing the best paying job but rather on achieving the goals the students set for themselves. We are proud of our students and our role in their success.

### **VCCFA Community Action Donations**

The VCCFA Community Action Committee is pleased to announce the following donations for the month of May:

- Camp Jubilee, \$600 toward summer camp registration fees
- Catherine White Holman Wellness Centre, \$1000 for bus fare for clients, healthy snacks in the clinic, and office supplies
- Second Mile Society, \$500 towards seniors’ birthday parties
- Forest and the Femme Society, \$500 towards food and transportation.

### **Professional Development Activity**

VCCFA Chief Steward Frank Cosco was recently invited to speak at a professional development seminar sponsored by Riverside City College. The conference entitled “The Future of Faculty Employment in the California Community Colleges” was held in San Diego. Frank spoke on the difficulties faced by contingent faculty across North America. While contingent faculty at VCC (often referred to as ‘non-regular faculty’) have Collective Agreement rights and well-defined stepping stones to regularization, this is not the case in many institutions in British Columbia and across Canada.

Frank was re-elected at the FPSE AGM as First Vice-President of the Federation of Post-Secondary Educators.

Respectfully submitted,  
Karen Shortt, President, VCCFA



## **FINANCIAL PERFORMANCE**

### **Management Discussion & Analysis**

**Year Ended March 31, 2018**



## PERFORMANCE HIGHLIGHTS

### 2017/18 OPERATING OVERVIEW

Revenue for the period was \$107.5 million compared to budget of \$107.6 million (\$100K below plan) and prior year of \$106.4 million (\$1.1 million above prior year) (**Table 4**). Although domestic revenue is down by \$2.1 million, this has been offset by higher international revenue of \$1.5 million (**Table 1, 2 and 3**). In areas where domestic enrolment was softer, additional seats were made available to international students.

The School of Hospitality, Food Studies and Applied Business domestic revenue was \$673K lower than budget, however, international revenue was up by \$828K. Domestic Professional Cook 1 & 2 programs experienced softer enrolments earlier in the year and was offset by adding more international cohorts to meet demand.

The School of Trades, Technology and Design domestic revenue was lower than budget by \$554K, with an increase in international revenue of \$348K. Combined Skin & Body Therapy and Hair Design had lower domestic revenue of \$307K, although there was a \$91K increase in international revenue. Automotive programs domestic revenue was \$101K lower but this was offset by \$181K increase in international revenues.

School of Arts and Sciences was \$419K lower than the domestic revenue budget but had \$269K increase in international revenue. Continuing Studies domestic revenue was under budget by \$214K but had an offset of \$113K from international. The School of Health Sciences revenue from domestic was \$232K lower than budget and international revenue was \$38K lower (the School of Health Sciences does not have many seats for international students due to demand from domestic students).

Contract training revenue was \$1.6 million above budget, which includes a \$530K one-time revenue adjustment for contracts that have been closed but the full amount of revenue was not recognized. Miscellaneous revenue is up by \$964K which includes \$387K from one-time employee fringe benefits reclassification and \$300K one-time adjustment to historical deferred revenue.

Total expenses for the period were \$106.6 million compared to budget of \$107.6 million (\$1.0 million below budget) and prior year of \$105.5 million (\$1.1 million above prior year). The main variance of \$2.4 million is due to the funding model change from Adult Upgrading Grants (AUG) to free tuition for ABE and EAL. This is a flow through expense with grant revenue also down by \$2.4 million. Year-end adjustments included a \$350K vacation accrual increase and \$500K increase in LTD and health benefits accrual based on a third party year end actuarial report.

The net surplus for the year was \$905K compared to a break even budget (\$905K more favourable than budget) and prior year surplus of \$885K (\$20K more favourable than prior year).

## Summary - Revenue by School

**Table 1:**

### Separate Breakdown of Domestic and International Revenue – Actual Compared to Budget and Prior Year

	2017/18 Actuals YTD Mar 31, 2018	2017/18 Budget YTD Mar 31, 2018	Variance Favourable/ Unfavourable	2016/17 Prior Year YTD Mar 31, 2017	Variance Favourable/ Unfavourable
Centre for Continuing Studies	3,261,263	3,475,414	(214,151)	3,331,256	(69,993)
Centre for International Education	11,945,494	10,420,005	1,525,489	8,996,502	2,948,992
School of Arts & Sciences	4,821,082	5,239,901	(418,819)	4,988,417	(167,335)
School of Health Sciences	3,739,548	3,971,977	(232,429)	3,720,080	19,468
School of Hospitality, Food Studies & Applied Business	2,049,675	2,723,063	(673,388)	2,356,477	(306,802)
School of Instructor Education	823,203	947,439	(124,236)	943,084	(119,881)
School of Trades, Technology & Design	1,967,513	2,521,973	(554,460)	1,997,626	(30,113)
<b>Total</b>	<b>28,607,778</b>	<b>29,299,772</b>	<b>(691,994)</b>	<b>26,333,442</b>	<b>2,274,336</b>

**Table 2:**

### International Revenue by School – Actual Compared to Budget and Prior Year

	2017/18 Actuals YTD Mar 31, 2018	2017/18 Budget YTD Mar 31, 2018	Variance Favourable/ Unfavourable	2016/17 Prior Year YTD Mar 31, 2017	Variance Favourable/ Unfavourable
Centre for Continuing Studies	113,317	0	113,317	87,202	26,115
School of Arts & Sciences	497,545	228,200	269,345	323,208	174,337
School of Health Sciences	129,464	168,224	(38,760)	102,016	27,448
School of Hospitality, Food Studies & Applied Business	6,870,329	6,042,560	827,769	5,253,886	1,616,443
School of Instructor Education	5,494	0	5,494	21,596	(16,102)
School of Trades, Technology & Design	4,329,345	3,981,021	348,324	3,208,594	1,120,751
<b>Total</b>	<b>11,945,494</b>	<b>10,420,005</b>	<b>1,525,489</b>	<b>8,996,502</b>	<b>2,948,992</b>

**Table 3:**  
**Combined Domestic and International Revenue by School**

	2017/18 Actuals YTD Mar 31, 2018	2017/18 Budget YTD Mar 31, 2018	Variance Favourable/ Unfavourable	2016/17 Prior Year YTD Mar 31, 2017	Variance Favourable/ Unfavourable
Centre for Continuing Studies	3,374,580	3,475,414	(100,834)	3,418,458	(43,878)
School of Arts & Sciences	5,318,627	5,468,101	(149,474)	5,311,625	7,002
School of Health Sciences	3,869,012	4,140,201	(271,189)	3,822,096	46,916
School of Hospitality, Food Studies & Applied Business	8,920,004	8,765,623	154,381	7,610,363	1,309,641
School of Instructor Education	828,697	947,439	(118,742)	964,680	(135,983)
School of Trades, Technology & Design	6,296,858	6,502,994	(206,136)	5,206,220	1,090,638
<b>Total</b>	<b>28,607,778</b>	<b>29,299,772</b>	<b>(691,994)</b>	<b>26,333,442</b>	<b>2,274,336</b>

**Statement of Operations – Comparison to Budget and Prior Year  
For the Year Ended March 31, 2018**

Table 4:

**Revenue – Compared to Budget and Prior Year**

(In \$ Thousands)	2017/18 Actuals (Apr 2017 - Mar 2018)	2017/18 Budget (Apr 2017 - Mar 2018)	Variance favourable /(unfavourable)	Comments	2016/17 Actuals (Apr 2016 - Mar 2017)	Variance favourable /(unfavourable)
Province of B.C. grants	54,415	54,489	-73	ITA Grant \$370K lower than budget; \$300K one time year-end funding received	53,620	795
Adult upgrading grant	1,057	3,425	-2,368	Due to the new provincial funding model for ABE/EAL - Aug-Feb amounts have been removed	2,922	-1,865
Sales of goods and services	5,910	6,276	-367		6,478	-568
Tuition and student fees	31,017	31,612	-596	Domestic tuition revenue is \$2.1M less than budget, however, this has been offset by \$1.5M increase in international revenue. Table 1 shows a separate breakdown of domestic and international tuition revenue by school. Table 2 shows international revenue by school and Table 3 is a combination of domestic and international revenue.	28,346	2,671
Other grants, fees & contract services	6,405	4,818	1,587	OAT \$474K, SDEB \$116K, EHW \$208K, ASP \$150K, BC Hydro \$53K, BCMEA \$25K, PAFC \$27K, CIC-CIIP \$89K, Intro to Skills Culinary \$152K, Building Service Worker Training \$65K, Emily Carr \$41K; \$530K one time revenue for closed contracts, but \$400K SASET revenue budget removed	6,661	-256
Miscellaneous income	2,312	1,348	964	Movie rental increased by \$135K, parking revenue increased by \$58K, salary recovery increased by \$47K, \$100K revenue increase from other areas, \$387K one time revenue for employee fringe benefit reclassification	1,940	372
Donation income (Foundation Related)	598	380	218		481	117
Amortization of deferred capital contribution	5,498	5,110	388	One-time clean up historical deferred revenue amount	5,768	-270
Investment income	261	148	112	\$300K booked	157	104
<b>REVENUES</b>	<b>107,472</b>	<b>107,606</b>	<b>-134</b>		<b>106,373</b>	<b>1,100</b>

\* ASP: Aboriginal Service Plan

\* BCMEA: BC Maritime Employers Association

\* CIC-CIIP: Colleges Institutes Canada - Canadian Immigrant Integration Program

\* EHW: Entry to Hospitality for Women

\* OAT: Office Assistance Training

\* PAFC: Pacific Autism Family Centre

\* SASET: Sto:lo Aboriginal Skills &amp; Employment Training

\* SDEB: Skills Development Employment Benefit

## Expenses and Net Surplus (Deficit) – Compared to Budget and Prior Year

(In \$ Thousands)	2017/18 Actuals (Apr 2017 - Mar 2018)	2017/18 Budget (Apr 2017 - Mar 2018)	Variance favourable /(unfavourable)	Comments	2016/17 Actuals (Apr 2016 - Mar 2017)	Variance favourable /(unfavourable)
<b>SALARY AND BENEFIT EXPENSES</b>	<b>76,670</b>	<b>74,323</b>	<b>-2,347</b>	The year-end vacation accrual increased by \$350K; LTD dental & health benefits actuarial amount increased by \$500K; contract training related salaries expenses increased by \$650K; faculty and support staff added to accommodate increased international students intake; 3 faculty FTE not included in the original budget	<b>73,409</b>	<b>3,260</b>
Supplies and general expenses	7,186	7,677	491	Operating lease expense \$430K removed and reallocated to depreciation exp. \$200K laundry cost reallocated, \$341K increased software and supplies expenses, \$420K one time translink true up expenses part of year end reconciliation.	6,416	770
Adult upgrading grant (AUG)/Financial Aid	1,057	3,425	2,368		2,922	-1,865
Bursary/Scholarship (donation related)	598	380	-218		481	117
Professional fees	2,372	3,034	662	SASET \$400K removed from budget; increased agency fee due to increased international tuition revenue	2,718	-345
Building and telecom	6,563	6,376	-187		6,234	329
Cost of Goods Sold	3,732	4,205	473	Resulting from lower revenue and beetter management of food costs. Removed internal laundry service charge that is reallocated to general expenses.	4,390	-659
Depreciation Expense	8,390	8,187	-203		8,918	-529
<b>OPERATING EXPENSES</b>	<b>29,897</b>	<b>33,283</b>	<b>-3,386</b>		<b>32,079</b>	<b>-2,182</b>
<b>TOTAL EXPENSES</b>	<b>106,567</b>	<b>107,606</b>	<b>-1,039</b>		<b>105,488</b>	<b>1,079</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>905</b>	<b>-</b>	<b>905</b>		<b>885</b>	<b>21</b>

### Major Procurement Activity over \$200K

The following table provides a status update on procurement activity over \$200K.

### Procurement Status Update

Table 5:

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
<b>Recurrent Needs</b>					
Citrix	IT Software Licenses	19-Sep-15	27-Oct-18	\$228,000	Projected spend for 5yrs over \$200k. Contract extended for one final year.
City Elevator Ltd.	Elevator Inspection, Maintenance, and Upgrades	3-Jun-13	31-Mar-18	\$515,000	BCNETSource competing for this opportunity. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the needs of the college once proponent selected.
Prism Engineering Ltd	Energy Management Services. BC Hydro supports this work with a \$50k annual rebate	1-Mar-13	30-Jun-18	\$600,000	Solicitation Stage. Projected spend over 5 years
Bloom Media	Digital Ad Buyer	12-Jul-13	11-Jul-18	>\$500k	Planning Stage. Projected spend over 5 years

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
<b>Known New Opportunities</b>					
Fire Sprinkler Project - Phase I				\$400,000 - \$500,000	Planning Stage
Fire Sprinkler Project - Phase II				\$800,000	Planning Stage
Downtown Campus Masterplan				\$300,000	Solicitation Stage - RFP posted on BC Bid, closing May 22
Washroom Renovation Phase II				\$300,000	Solicitation complete. Contract awarded to C3M Construction Inc.
Washroom Renovation Phase III				\$300,000	Planning Stage
Downtown 1st Floor Renovation (International Educ and Student Dev)				\$500,000	Planning Stage - Consultant selected
Lighting Upgrade Project				\$250,000	Project complete
<b>BCNET Common Needs Projects:</b>					
Uniglobe Travel	Travel Management Company	TBD		>\$200,000	ASDT Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the unique needs of the college.
RICOH Canada Inc.	Delivery, installation, servicing of Multi-Functional Devices (MFD), printers, print shop equipment, software.	18-Dec-12	31-May-18	\$500,000/yr	BCNETSource Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC currently in negotiations with RICOH. MFDs will be leased.

## 2017/18 Risk Assessment Update

The 2017/18 Integrated College Plan recognizes that there is risk associated with achieving these plans as well as opportunity. The high level risks and opportunities are identified in the following Risk Register (**Table 6**):

**UPDATE:** has been updated to reflect the risk assessment/mitigation in the 2018/19 Integrated College Plan

### Risk Rating

L	Low
M	Medium
H	High

### Risk Register

**Table 6:**

Risk associated with achieving the 2018/19 Integrated College Plan and budget

Rating	Risk	Mitigation
L	Government budget constraints	<ul style="list-style-type: none"> <li>• Increase revenue from other sources such as continuing studies, contract training, international students and strategic partnerships</li> </ul>
L	Below-target enrolment compared to plan	<ul style="list-style-type: none"> <li>• On-going monitoring of enrolments by deans, department heads and leadership</li> <li>• Address soft enrolment by target marketing and increase in student recruitment efforts</li> <li>• On-going monitoring of global events and domestic policy to inform decisions that would minimize the impact on International enrolment</li> </ul>
L	Decrease in ITA funding	<ul style="list-style-type: none"> <li>• On-going monitoring of enrolments</li> <li>• Maintain proactive relationship with ITA to ensure any changes in funding formula is known in advance</li> <li>• Ensure program curriculum meets ITA expectations</li> </ul>



Rating	Risk	Mitigation
L	2018/19 financial targets not realized	<ul style="list-style-type: none"> <li>• Strong emphasis on budgeting process and establishing realistic budgets</li> <li>• Monthly financial review and forecasting</li> <li>• Comprehensive monthly cost analysis</li> <li>• Reduce manual processes by streamlining, automating and continuous improvement to create efficiencies</li> </ul>
L	Faculty Association and CUPE labour relations	<ul style="list-style-type: none"> <li>• Foster favourable relations with bargaining units</li> </ul>
L	Program delivery meeting changing students' expectations	<ul style="list-style-type: none"> <li>• Monitor engagement of Program Advisor Committees (PACs)</li> <li>• Monitor enrolment reports</li> <li>• Student surveys</li> <li>• Develop an education technology strategy, expand online program delivery, international programming and build flexibility in programs</li> <li>• Keep in regular contact with the Student Union (SUVCC) executive</li> </ul>
L	Reputation management	<ul style="list-style-type: none"> <li>• Develop an internal and external communication strategy</li> </ul>
H	Board succession	<ul style="list-style-type: none"> <li>• Develop a succession plan to address Board skill requirements prior to individual term expiry or resignations and continue to work with the government to find suitable candidates</li> </ul>
M	Management succession	<ul style="list-style-type: none"> <li>• Develop a succession plan for key positions within the college</li> <li>• Continue to provide career development training opportunities and mentoring</li> </ul>
M	Government relations	<ul style="list-style-type: none"> <li>• Significant and sustained outreach to government representatives, in AEST and other Ministries</li> <li>• Ensure there is government awareness of the VCC mandate and priorities</li> </ul>
M	IT – Banner 9 Software upgrade	<ul style="list-style-type: none"> <li>• Steering committee and working group in place</li> </ul>

Rating	Risk	Mitigation
		<ul style="list-style-type: none"> <li>Continually monitor the project milestones</li> </ul>
M	IT – Security assessment	<ul style="list-style-type: none"> <li>Develop a cyber security plan to address vulnerabilities identified in the security assessment</li> </ul>
M	IT – Disaster recovery	<ul style="list-style-type: none"> <li>Develop a comprehensive disaster recovery plan</li> <li>Migrate more IT functionality to cloud based solutions</li> </ul>
M	Emergency response plan - roles and responsibilities clearly defined and communicated	<ul style="list-style-type: none"> <li>Update emergency preparedness and response plan and clearly identify roles and responsibilities</li> <li>Conduct training workshops on emergency response</li> </ul>
M	Aging capital infrastructure	<ul style="list-style-type: none"> <li>Develop a comprehensive space utilization plan</li> <li>Develop a long-term plan and strategy to address infrastructure upgrades needed to meet the academic and enrolment plan</li> </ul>

Opportunities associated with the 2018/19 Integrated College Plan

	Opportunities	Strategy
M	New revenue generating opportunities	<ul style="list-style-type: none"> <li>Identify strategic partnerships with both corporate and not-for-profit organizations that could result in new programming and contract training opportunities</li> </ul>
M	Leverage VCC Foundation fundraising to support college initiatives	<ul style="list-style-type: none"> <li>In collaboration with VCC Foundation establish fundraising campaign initiatives and set targets</li> <li>Reinvigorate alumni relations and turn more alumni into donors</li> </ul>



## DECISION NOTE

**PREPARED FOR:** VCC Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
VCC 2017/18 Audited Financial Statements

### BACKGROUND:

Section 55 of the *College and Institute Act* requires that post-secondary institutions conduct an audit of their accounts and transactions annually. The 2017/18 audited financial statements presented satisfy this audit requirement under the Act.

The Office of the Auditor General (OAG) of British Columbia was appointed in accordance with the Auditor General Act as the auditor of VCC. This is a five year commitment, with 2017/18 being the third year the OAG has conducted the audit for VCC.

### RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2017/18 audited Financial Statements.

**ATTACHMENTS:** APPENDIX A - Audited Financial Statements for the year ended March 31, 2018

**PREPARED BY:** Marlene Kowalski, VP Administration, CFO & Business Development  
Jamie Choi, Director, Financial Services

**DATE:** May 17, 2018

**APPENDIX A**

Financial Statements of

**VANCOUVER COMMUNITY COLLEGE**

Year ended March 31, 2018

## VANCOUVER COMMUNITY COLLEGE

### Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes of the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Finance and Audit Committee. The Finance and Audit Committee reviews the internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance and Audit Committee also discuss any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, the Office of the Auditor General of British Columbia conducts an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Vancouver Community College and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Vancouver Community College

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Dr. Peter Nunoda  
President

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Marlene Kowalski  
VP, Administration & CFO

## **INDEPENDENT AUDITOR'S REPORT**

*To the Board of Governors of the Vancouver Community College, and  
To the Minister of Advanced Education, Skills and Training, Province of British Columbia*

I have audited the accompanying financial statements of Vancouver Community College (“the entity”), which comprise the statement of financial position as at March 31, 2018, and the statements of operations, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In my view, the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified audit opinion.

***Basis for Qualified Opinion***

As described in Note 3 to the financial statements, the entity's accounting treatment for contributions received from governments and for externally restricted contributions received from non-government sources is to initially record them as deferred revenue (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Province of British Columbia Treasury Board Regulation 198/2011.

Under Canadian Public Sector Accounting Standards, the entity's method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In our opinion, certain contributions of the entity do not meet the definition of a liability, and as such the entity's method of accounting for those contributions represents a departure from Canadian Public Sector Accounting Standards.

This departure has existed since the inception of the standard, which applies to periods beginning on or after April 1, 2012. When the cumulative effects of this departure to date are adjusted through opening accumulated surplus, the entity's records indicate that the effects of this departure on the current year financial statements is an overstatement of the liability for deferred revenue of \$0.4 million and deferred capital contributions of \$74.8 million, an understatement of opening accumulated surplus of \$77.5 million, and a current year overstatement of revenue of \$2.3 million. Accordingly, the current year surplus is overstated by \$2.3 million and net debt is overstated by \$75.2 million.

***Qualified Opinion***

In my opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of the Vancouver Community College as at March 31, 2018, and the results of its operations, changes in its net debt and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

Victoria, British Columbia  
[Date]

Russ Jones, FCPA, FCA  
Deputy Auditor General

# VANCOUVER COMMUNITY COLLEGE

## Statement of Financial Position

March 31, 2018, with comparative information for 2017

	2018	2017
<b>Financial assets</b>		
Cash and cash equivalents	\$ 21,488,320	\$ 16,137,486
Investments (note 4)	237,500	237,500
Accounts receivable	1,867,191	2,026,416
Due from government and other government organizations (note 5)	1,104,386	1,188,328
Inventories for resale	969,696	808,379
	25,667,093	20,398,109
<b>Liabilities</b>		
Accounts payable and accrued liabilities (note 6)	15,905,499	12,706,907
Due to government and other government organizations (note 5)	168,216	151,755
Employee future benefits (note 7)	2,173,000	1,699,397
Deferred tuition fees (note 8)	6,251,895	5,560,535
Deferred revenue (note 9)	3,332,908	2,824,066
Deferred capital contributions (note 10)	75,734,721	78,625,405
Capital lease obligation (note 11)	8,653,713	8,095,530
	112,219,952	109,663,595
Net debt	(86,552,859)	(89,265,486)
<b>Non-financial assets</b>		
Tangible capital assets (note 12)	104,973,826	106,929,921
Inventories held for use	121,447	112,893
Prepaid expenses	403,827	263,443
	105,499,100	107,306,257
Accumulated surplus	\$ 18,946,241	\$ 18,040,771

Contractual obligations (note 14)

Contractual rights (note 15)

Contingencies (note 16)

See accompanying notes to financial statements.

Approved on behalf of the Board:

\_\_\_\_\_  
President

\_\_\_\_\_  
Chair of the Board



# VANCOUVER COMMUNITY COLLEGE

## Statement of Operations

Year ended March 31, 2018, with comparative information for 2017

	<b>Budget</b>	<b>2018</b>	<b>2017</b>
	(note 2 j)		
<b>Revenue</b>			
Province of British Columbia grants and contributions	\$ 57,913,484	\$ 57,542,378	\$ 56,542,368
Province of British Columbia contracts	673,524	1,633,265	1,613,082
Federal Government grants and contracts	3,917,463	3,953,712	4,164,743
Tuition and student fees	31,612,148	28,946,606	28,345,914
Sales of goods and services	6,276,240	5,909,597	6,477,854
Other grants and contracts	227,038	817,806	883,917
Miscellaneous income	1,728,100	2,910,245	2,419,885
Investment income	148,190	260,596	156,607
Revenue recognized from deferred capital contributions	5,109,593	5,497,923	5,768,168
	107,605,780	107,472,128	106,372,538
<b>Expenses (note 17)</b>			
Instruction and instructional support	96,945,095	98,283,979	94,818,191
Ancillary operations	6,856,176	6,602,478	7,059,029
Special purpose funds	3,804,840	1,680,201	3,610,775
	107,606,111	106,566,658	105,487,995
<b>Annual surplus (deficit)</b>	<b>\$ (331)</b>	<b>\$ 905,470</b>	<b>\$ 884,543</b>
Accumulated surplus, beginning of year	18,040,771	18,040,771	17,156,228
Accumulated surplus, end of year	\$ 18,040,440	\$ 18,946,241	\$ 18,040,771

See accompanying notes to financial statements.

# VANCOUVER COMMUNITY COLLEGE

## Statement of Change in Net Debt

Year ended March 31, 2018, with comparative information for 2017

	<b>Budget</b> (note 2 j)	<b>2018</b>	<b>2017</b>
Annual surplus (deficit)	\$ (331)	\$ 905,470	\$ 884,543
(Acquisition) of tangible capital assets	(3,000,000)	(5,438,712)	(3,790,430)
Amortization of tangible capital assets	8,186,664	8,389,535	8,918,286
Capital lease obligation	-	(994,728)	(957,584)
	5,186,664	1,956,095	4,170,272
(Acquisition) of inventories	-	(121,447)	(112,893)
(Acquisition) of prepaid expenses	-	(403,827)	(263,443)
Use of inventories	-	112,893	90,743
Use of prepaid expenses	-	263,443	170,580
	-	(148,938)	(115,013)
Decrease in net debt	5,186,333	2,712,627	4,939,802
Net debt, beginning of year	(89,265,486)	(89,265,486)	(94,205,288)
Net debt, end of year	\$ (84,079,153)	\$ (86,552,859)	\$ (89,265,486)

See accompanying notes to financial statements.

# VANCOUVER COMMUNITY COLLEGE

## Statement of Cash Flows

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Cash provided by (used in):		
<b>Operations:</b>		
Annual surplus (deficit)	\$ 905,470	\$ 884,543
Items not involving cash:		
Amortization of tangible capital assets	8,389,535	8,918,286
Revenue recognized from deferred capital contributions	(5,497,923)	(5,768,168)
Change in employee future benefits	473,604	4,458
Change in non-cash operating working capital:		
(Increase) in accounts receivable	(15,175)	(470,100)
(Increase) in inventories for resale	(161,317)	(4,355)
(Increase) decrease in due from government and other government organizations	258,341	318,002
(Increase) in prepaid expenses	(140,384)	(92,863)
(Increase) decrease in inventories held for use	(8,554)	(22,150)
Increase (decrease) in accounts payable and accrued liabilities	3,198,592	(1,507,575)
Increase (decrease) in due to Province of British Columbia and other government organizations	16,461	(58,617)
Increase in deferred tuition fees	691,360	390,877
Increase (decrease) in deferred revenues	508,842	(1,145,052)
Net change in cash from operating activities	8,618,852	1,447,286
<b>Capital activities:</b>		
(Acquisition) of tangible capital assets	(5,438,712)	(3,790,430)
Net change in cash from capital activities	(5,438,712)	(3,790,430)
<b>Financing activities:</b>		
Principle (increase) capital lease obligation	(436,545)	(132,009)
Deferred capital contributions received	2,607,239	2,770,667
Net change in cash from financing activities	2,170,694	2,638,658
Net increase in cash and cash equivalents	5,350,834	295,514
Cash and cash equivalents, beginning of year	16,137,486	15,841,972
Cash and cash equivalents, end of year	\$ 21,488,320	\$ 16,137,486

See accompanying notes to financial statements.

Interest received during the year was \$260,596 (2017 - \$156,607). Interest paid during the year was \$339,395 (2017 - \$311,633).

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements

Year ended March 31, 2018

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## 1. Authority and Purpose:

Vancouver Community College (the "College") is a post-secondary educational institution funded in part by the Province of British Columbia and incorporated under the College and Institute Act on November 28, 1978. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. The College is exempt from income taxes under Section 149 of the Income Tax Act.

The College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.

## 2. Summary of significant accounting policies:

The financial statements of Vancouver Community College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies are as follows:

### (a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services. Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met. For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

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## 2. Summary of significant accounting policies (continued):

### (a) Basis of accounting (continued):

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian Public Sector Accounting Standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410. As a result, revenue recognized in the Statement of Operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

### (b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

### (c) Financial instruments:

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: Portfolio investments in equity instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: Gains and losses are recognized in the Statement of Operations when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

(iii) The College does not have any financial instruments that are recorded at fair value.

(iv) The following items are included in the cost category and measured as follows:

(A) Accounts receivable are measured at amortized cost using the effective interest method.

(B) Investments are comprised of a term deposit that is capable of prompt liquidation. The investments are cashable on demand and are recorded at amortized cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the Statement of Operations in the period in which they arise.

(C) Accounts payable and accrued liabilities are measured at amortized cost using the effective interest method.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 2. Summary of significant accounting policies (continued):

(d) Inventories for resale:

Inventories held for resale, including books and school supplies, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest during construction is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Asset	Basis
Buildings	30 - 50 years
Building improvements	15 years
Building under capital lease	30 years
Furniture and equipment	5 years
Leasehold improvements	remaining lease
Computer hardware and software	4 years
Leased computer equipment	3 - 5 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The discount rate used to determine the present value of the lease payments for Annacis Island Building was based on the current government borrowing rates of 30 year term debts at that time. The discount rate used to determine the present value of the lease payments for computer leases is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. The maximum-recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used. Note 11 provides a schedule of repayments and amount of interest on the leases. Depreciation for capital computer leases is charged over the lease term. Lease terms range from 3 to 5 years.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

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## 2. Summary of significant accounting policies (continued):

(ii) Inventories held for use:

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current cost to replace the items.

(iii) Prepaid expenses:

Prepaid expenses are recorded at cost and amortized over the period where the service benefits are received.

(f) Employee future benefits:

(i) The College and its employees make contributions to the College Pension and Municipal Pension Plans which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings. Defined contribution plan accounting is applied because sufficient information is not available to apply defined benefit accounting. Contributions are expensed as they become payable.

(ii) Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation completed in March 31, 2018.

(iii) The College provides long-service and gratuity benefits to the employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The most recent valuation of the College's future employee benefits was completed March 31, 2018.

(iv) Employees who are members of the Faculty Association who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for Group Life Insurance premiums equivalent to the lesser of \$10,000 or the coverage in effect immediately preceding retirement for five years. These benefits are recognized based on the net present value of the expected obligations.

(v) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2018. The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

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## 2. Summary of significant accounting policies (continued):

### (g) Revenue recognition:

#### (i) Fees for services:

Tuition fees are collected in advance and recognized as revenue at the time services are provided.

Student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

#### (ii) Contributions:

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded in accordance with Regulation 198/2011 which requires that they be recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenue and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

#### (iii) Investment income:

Investment income includes interest recorded on an effective interest method, dividends recorded as declared, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

### (h) Asset retirement obligations:

The College recognizes asset retirement obligations in the period in which it incurs a legal obligation associated with the retirement of a tangible long-lived asset, including leased premises resulting from the acquisition, construction, development, and/or normal use of the asset. The fair value of the asset retirement cost is capitalized as part of the carrying value of the related long-lived asset and is amortized over the life of the asset. The liability may be changed to reflect the passage of time and changes in the fair value assessment of the retirement obligation.

The College has determined that there were no significant asset retirement obligations to be recognized.

### (i) Foreign currency translation:

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the



# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 2. Summary of significant accounting policies (continued):

financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement of financial position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or statement of financial position date is recognized in the Statement of Operations.

(j) Budget figures:

The budget figures have been derived from the 2017/18 Budget approved by the Board of Governors of the College on April 5, 2017. The budget is reflected in the Statement of Operations and the Statement of Changes in Net Debt.

(k) Measurement uncertainty:

The preparation of the financial statements in accordance with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the useful lives of tangible capital assets, amortization of related deferred capital contributions, the present value of employee future benefits, and provisions for contingencies and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

## 3. Impact of accounting for government transfers in accordance with Section 23.1 of the Budget Transparency and Accountability Act:

As noted in the significant accounting policies, Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the College to recognize all government transfers provided to purchase capital assets into revenue on the same basis as the related amortization expense. In addition, all government transfers related to restricted contributions for purposes other than purchasing capital assets are to be deferred by the College and included in revenue in the period when the transfer restriction has been met.

Canadian Public Sector Accounting Standards would require these grants to be fully recognized into revenue when received by the College unless they contain a stipulation that meets the definition of a liability. This departure has resulted in an:

- (a) March 31, 2018 – overstatement of the annual surplus by \$2,263,489 (March 31, 2017 – overstatement of the annual surplus by \$3,222,596).
- (b) March 31, 2018 – understatement of the beginning balance of accumulated surplus by \$77,449,820 and an overstatement of deferred operating contributions by \$353,851 and deferred capital contributions by \$74,832,480 (March 31, 2017 – understatement of the beginning balance of accumulated surplus by \$80,655,808 and an overstatement of deferred operating contributions by \$174,144 and deferred capital contributions by \$77,433,212).

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 4. Investments:

Short-term investments consist of a GIC with an automatic monthly renewal that bears interest of 0.2%.

## 5. Due from / to government and other government organizations:

	2018	2017
Due from the Province of British Columbia	\$ 125,021	\$ 208,848
Due from the Federal Government	979,365	979,480
	<b>\$ 1,104,386</b>	<b>\$ 1,188,328</b>
Due to the Province of British Columbia	15,715	-
Due to BCIT	152,501	151,755
	<b>\$ 168,216</b>	<b>\$ 151,755</b>

The amounts are due on demand and are non-interest bearing.

## 6. Accounts payable and accrued liabilities:

	2018	2017
Accounts payable and accrued liabilities	\$ 4,742,178	\$ 4,182,941
Salaries and benefits payable	3,416,552	3,903,394
Accrued vacation payable	2,601,374	2,186,066
Student deposits	5,145,395	2,434,506
	<b>\$ 15,905,499</b>	<b>\$ 12,706,907</b>

## 7. Employee future benefits:

### (a) Pension plan

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2017, the College Pension Plan has about 14,000 active members, and approximately 7,500 retired members. As at December 31, 2016, the Municipal Pension Plan has about 193,000 active members, including approximately 5,800 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines and appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 7. Employee future benefits (continued)

normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any funded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015, indicated a \$67 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rates remained unchanged.

The College paid \$5,885,928 (2017 - \$5,540,185) for employer contributions to the plan in fiscal 2018.

The next valuation for the College Pension Plan will be as at August 31, 2018, with results available in 2019. The next valuation for the Municipal Pension Plan will be December 31, 2018, with results available in 2019.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

### (b) Employee future benefits

	2018	2017
Sick leave	\$ 1,382,000	\$ 1,120,000
Long-service and gratuity	308,000	579,397
Long term disability health & dental benefits	483,000	-
<b>Accrued benefit liability, end of year</b>	<b>\$ 2,173,000</b>	<b>\$ 1,699,397</b>

- i. Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the college's statement of operations and the accrued benefit liability for the benefits attributed to

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 7. Employee future benefits (continued)

employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation completed in March 2018.

- ii. Certain excluded employees (employed prior to August 2010) earn 3 days per year in addition to vacation in accordance with the terms and conditions of their employment contracts. The current gratuity plan for support staff ceased to accumulate as of December 31, 2016, and the balance of gratuity plan will not increase in the future. The accrued benefit obligation for long service days and gratuity plan was estimated by an actuarial valuation for accounting purposes as at March 31, 2018.
- iii. Certain employees of the College are entitled to the continuation of extended health, dental and Medical Service Plan (MSP) benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes as at March 31, 2018.

	2018	2017
Balance, beginning of the year	\$ 1,699,397	\$ 1,694,939
Current benefit cost	550,000	536,458
Interest cost	62,000	63,000
Benefits paid	(252,000)	(600,000)
Plan amendment	(257,000)	-
Expense for long term disability health & dental benefits	483,000	-
Recognized actuarial (gain)/loss	(112,397)	5,000
<b>Accrued benefit obligation, end of year</b>	<b>2,173,000</b>	<b>1,699,397</b>
Accrued benefit obligation, end of year consists of:		
Accrued obligation, end of year	\$ 2,101,000	\$ 1,699,397
Unamortized actuarial gains/(losses)	72,000	-
<b>Accrued benefit obligation, end of year</b>	<b>\$ 2,173,000</b>	<b>\$ 1,699,397</b>

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2018	2017
Discount rates	3.2%	3.0%
Expected future base wage and salary increases	2.50%	2.75%

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 8. Deferred tuition fees:

Deferred tuition includes tuition received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2018 Total
Deferred tuition	\$ 5,560,535	\$ 29,637,966	\$ (28,946,606)	\$ 6,251,895

	Opening balance	Receipts during year	Transferred to revenue	2017 Total
Deferred tuition	\$ 5,169,658	\$ 28,736,791	\$ (28,345,914)	\$ 5,560,535

## 9. Deferred revenue:

Deferred revenue includes grants, contributions and contract fees received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2018 Total
Deferred contract	\$ 493,074	\$ 6,519,567	\$ (6,308,568)	\$ 704,073
Deferred contributions	2,330,992	4,948,347	(4,650,504)	2,628,835
Deferred revenue and contribution	\$ 2,824,066	\$ 11,467,914	\$ (10,959,072)	\$ 3,332,908

	Opening balance	Receipts during year	Transferred to revenue	2017 Total
Deferred contract	\$ 1,175,445	\$ 5,878,869	\$ (6,561,240)	\$ 493,074
Deferred contributions	2,793,673	9,999,771	(10,462,452)	2,330,992
Deferred revenue and contribution	\$ 3,969,118	\$ 15,878,640	\$ (17,023,692)	\$ 2,824,066

## 10. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount of externally restricted grants and other funding received for the purchase of tangible capital assets. Amortization of deferred capital contributions is recorded as revenue in the Statement of Operations over the useful life of the related asset.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 10. Deferred capital contributions (continued)

	2018	2017
Balance at beginning of the year	\$ 78,625,405	\$ 81,622,906
Contributions received	2,607,239	2,770,667
Less amortization to revenue	(5,497,923)	(5,768,168)
	\$ 75,734,721	\$ 78,625,405

Deferred capital contributions are comprised of the following:

	2018	2017
Unamortized capital contributions	\$ 74,832,480	\$ 77,259,067
Unspent contributions	902,241	1,366,338
	\$ 75,734,721	\$ 78,625,405

## 11. Obligations under capital lease

### (a) Annacis Island Campus

During 2014/15, Vancouver Community College and BCIT entered into a Memorandum of Understanding to share a facility space on Annacis Island in Delta, British Columbia. As part of this arrangement, Vancouver Community College and BCIT entered into a joint lease agreement for a building with a third party. The term of the lease is 30 years and commenced August 1, 2014. The future minimum lease payments are as follows:

2019	\$	354,698
2020		378,466
2021		390,350
2022		390,350
2023		390,350
Therafter		10,483,070
Total minimum lease payments		12,387,284
Less amounts representing interest (at 4.19% per annum)		(5,221,640)
Present value of net minimum capital lease payments	\$	7,165,644
Total interest on the capital lease for the year	\$	301,451

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 11. Obligations under capital lease (continued)

### (b) Computer equipment

During 2017/18, the College has entered into various capital leases for computer equipment. The future minimum lease payments for all computer equipment capital lease is as follows:

2019	\$	497,825
2020		482,401
2021		374,596
2022		184,295
2023		33,141
Thereafter		-
Total minimum lease payments		1,572,258
Less amounts representing interest (Nil to 1.85% per annum)		(84,188)
Present value of net minimum capital lease payments		\$ 1,488,070
Total interest on the capital lease for the year		\$ 37,944

Total interest on leases for the year was \$339,395 (2017 – \$311,633).

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 12. Tangible capital assets:

2018	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	Computer equipment under capital lease	2018 Total
<b>Cost</b>									
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 8,888,987	\$ 7,350,333	\$ 73,868,911	\$ 4,202,525	\$ 25,517,462	\$ 957,584	\$ 272,945,218
Additions	-	-	3,389,811	-	1,418,643	-	630,258	994,728	6,433,440
Disposals	-	-	-	-	(50,086,329)	-	(9,240,250)	-	(59,326,579)
Ending	7,744,768	144,414,647	12,278,798	7,350,333	25,201,225	4,202,525	16,907,470	1,952,312	220,052,079
<b>Accumulated amortization</b>									
Opening balance	-	71,262,087	1,660,900	653,365	68,478,045	364,893	23,511,368	84,639	166,015,297
Amortization	-	3,609,864	705,593	245,012	2,230,816	140,085	1,059,440	398,725	8,389,535
Disposals	-	-	-	-	(50,086,329)	-	(9,240,250)	-	(59,326,579)
Closing balance	-	74,871,951	2,366,493	898,377	20,622,532	504,978	15,330,558	483,364	115,078,253
Net book value	\$ 7,744,768	\$ 69,542,696	\$ 9,912,305	\$ 6,451,956	\$ 4,578,693	\$ 3,697,547	\$ 1,576,912	\$ 1,468,948	\$ 104,973,826

2017	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	Computer equipment under capital lease	2017 Total
<b>Cost</b>									
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 6,751,285	\$ 7,350,333	\$ 72,721,469	\$ 4,202,525	\$ 25,012,177	\$ -	\$ 268,197,204
Additions	-	-	2,137,702	-	1,147,442	-	505,285	957,584	4,748,014
Ending	7,744,768	144,414,647	8,888,987	7,350,333	73,868,911	4,202,525	25,517,462	957,584	272,945,218
<b>Accumulated amortization</b>									
Opening balance	-	67,652,241	1,068,302	408,352	65,714,212	224,798	22,029,106	-	157,097,011
Amortization	-	3,609,846	592,598	245,013	2,763,833	140,095	1,482,262	84,639	8,918,286
Closing balance	-	71,262,087	1,660,900	653,365	68,478,045	364,893	23,511,368	84,639	166,015,297
Net book value	\$ 7,744,768	\$ 73,152,560	\$ 7,228,087	\$ 6,696,968	\$ 5,390,866	\$ 3,837,632	\$ 2,006,094	\$ 872,945	\$ 106,929,921

## 13. Related organization:

The Vancouver Community College Foundation ("the Foundation") is a separate society formed to raise funds to further the interests of the College and to provide scholarships and bursaries for students of the College. The College does not control the Foundation; therefore, the Foundation's assets, liabilities, revenues and expenses are not included in these financial statements.

The College had the following transactions with the Foundation:

	2018	2017
Foundation contributed awards and bursaries to the College	\$ 635,677	\$ 451,618
Foundation provided project funding and equipment to the College	68,329	76,994
Foundation reimbursed the College for salaries expenses	367,552	281,038
College contributed grants to the Foundation for operating expenses	407,552	313,206

As of March 31, 2018, the College had accounts receivable from the Foundation of \$11,521 (2017 - \$4,681) for expenses that were paid for by the College on behalf of the Foundation. At March 31, 2018, the Foundation had net assets of \$14.1 million (2017 - \$13.9 million).



# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 13. Related organization (continued)

For the year ended March 31, 2018, gift in kind donations from the Foundation to the College were \$64,940 (2017 - \$13,312) of which \$0 (2017- \$0) was recorded as tangible capital assets.

## 14. Contractual obligations:

### (a) Building construction contracts:

During the year ended March 31, 2009, the College completed construction of a new campus building. At year end, the College has an outstanding letter of credit with the City of Vancouver, secured by a term deposit for \$237,500. This letter of credit will be held until Phase II of the campus redevelopment has been completed.

### (b) Operating lease land

In 2014/15, Vancouver Community College entered into a partnership with BCIT to share a joint facility from a third party. As part of this lease, land has been segregated as an operating lease. The term is 30 years commencing August 1, 2014.

Payments required under this lease are as follows:

2019	\$	115,799
2020		123,558
2021		127,438
2022		127,438
2023		127,438
Thereafter		3,422,371
Total minimum lease payments		\$ 4,044,042

### (c) Service contracts:

The College entered into a number of long term service contracts for equipment rentals and services with expected payments as follows:

2019	\$	2,107,048
2020		1,161,515
2021		1,003,200
2022		-
2023		-
Thereafter		-
		\$ 4,271,763

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

## 15. Contractual rights

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The College's contractual rights arise because of contracts entered into to lease building space and to provide educational services. The following table summarizes the contractual rights of the College for future assets:

2019	\$	4,244,711
2020		3,688,421
2021		125,000
2022		125,000
2023		-
	\$	8,183,132

## 16. Contingent liabilities:

The College is currently engaged in or party to certain pending matters. A reasonable estimate of these future liabilities has been made possible and is recorded in the financial statements as a liability. Where the outcomes of amounts or losses are uncertain, no amounts have been recorded.

## 17. Expenses by object:

The following is a summary of expenses by object:

	2018	2017
Salaries and benefits	\$ 76,669,687	\$ 73,409,369
Supplies and services	11,213,858	12,538,825
Building and telecom	6,562,006	6,231,372
Cost of goods sold	3,731,572	4,390,143
Amortization	8,389,535	8,918,286
	\$ 106,566,658	\$ 105,487,995

## 18. Financial risk management:

The College has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

### (a) Credit risk:

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of investments and accounts receivable. The College assesses these financial assets, on a continuous basis for any amounts that are not collectible or realizable.

# VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2018

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## 18. Financial risk management: (continued)

### (b) Market risk:

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

### (c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.

## 19. Comparative figures:

Certain comparative figures have been restated to conform to current year's presentation.



## DECISION NOTE

**PREPARED FOR:** VCC Board of Governors Public Meeting

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
2018/19 VCC Integrated College Plan

### BACKGROUND:

This is the third year that the leadership team, faculty and support staff have collaborated to develop VCC's Integrated College Plan. The Integrated College Plan is unique in that it combines the elements of a strategic plan, a business plan and an academic plan in a cohesive framework. It incorporates the annual budget, as well as the enrolment and academic plans.

As in the prior years, there was community-wide consultation. This included discussion at leadership team and D2 meetings, town hall meetings, Board retreat and at various department meetings.

The Senior Executive is pleased to present the 2018/19 VCC Integrated College Plan to the Board for approval.

### RECOMMENDATION:

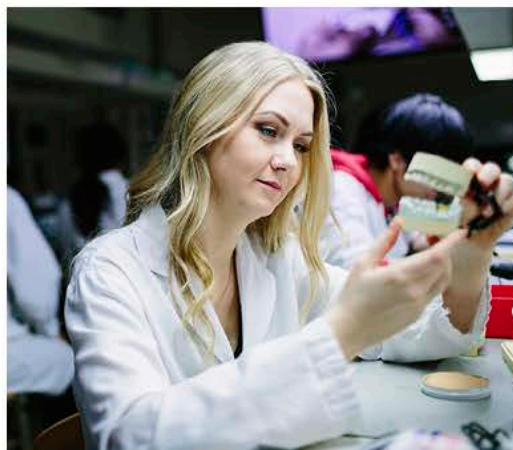
THAT, on the recommendation of the Senior Executive, the Board of Governors approves the 2018/19 Integrated College Plan, as presented at the May 30, 2018 Public Board meeting.

**ATTACHMENTS:** 2018/19 VCC Integrated College Plan

**PREPARED BY:** VCC Senior Executive

**DATE:** May 24, 2018

APPENDIX A



# VCC Integrated College Plan

2018/19



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## VCC Vision

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# VCC – The first choice for innovative, experiential learning, for life.

**“First Choice”** – for students in the fields of learning we offer; in addition to being a “first choice” employer.

**“Innovation”** – is reflected in everything we do including planning, administration, programming, proprietary training with industry partners and relationship building.

**“Experiential learning”** – hands-on, real world-training. No other post-secondary institution in the lower mainland provides the kind of on the job training that we do from working in restaurants, hotels, hair salons and spas, automotive trades to practicums in dental clinics and hospitals. **Experiential learning** is also relevant for employees, through the learning they gain from their experiences at VCC.

**“For life”** - refers not only to life-long learning, second careers, professional upgrading, and continued studies, but also to soft skills like critical thinking, teamwork and interpersonal communication that complement our technical training, to provide our students with seamless transition to work. For employees, it refers to the technical skills they bring and enhance while at VCC as well as how they relate and interact with colleagues, students and others. These skills are transferable to all aspects of their lives.

## VCC Values

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### Student Success

We create an accessible environment where students build the skills, develop the attributes and gain the experience in the classroom, industry and community needed for success now and in the future.

### Excellence

We are committed to the highest educational quality, student support, and college operations and are responsive, innovative and relevant.

### Diversity

We acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.

### Stewardship

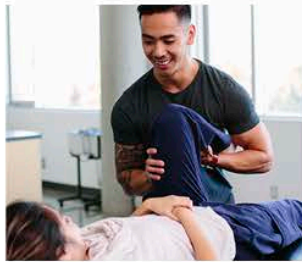
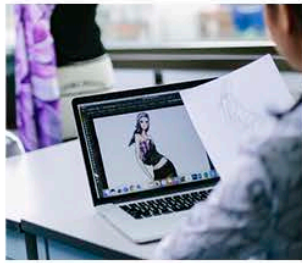
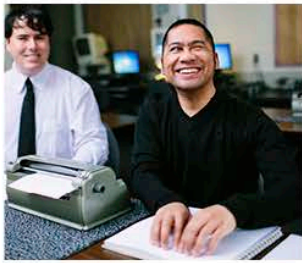
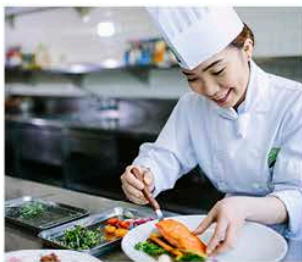
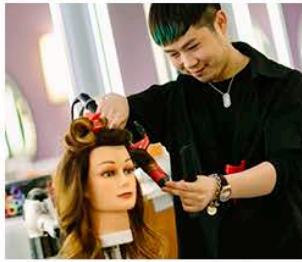
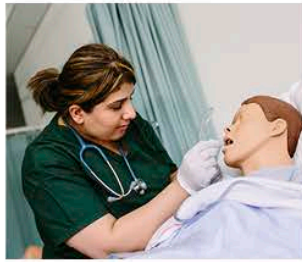
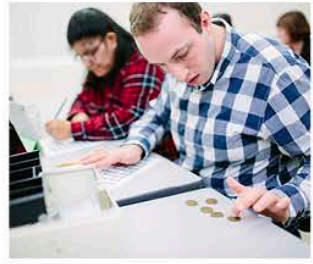
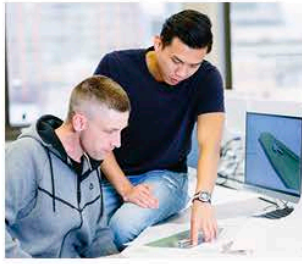
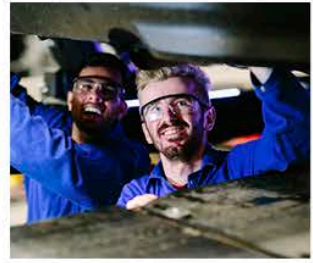
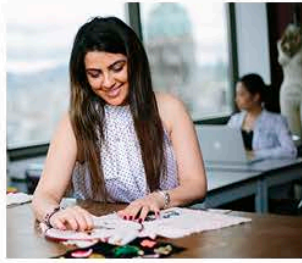
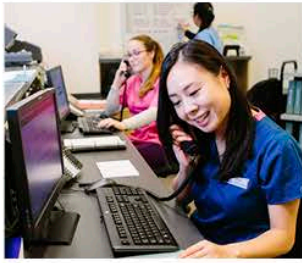
We are responsible for overseeing the resources that are entrusted to us and are focused on working in the best interests of the college community as a whole.



## Key Success Drivers

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## Executive Summary

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Shifting demographics, advances in technology and increasing automation are re-defining the “future of work” and these changes are happening now. Vancouver Community College’s (VCC) mission is to provide high quality learning experiences for a highly-diverse student body. In this context we must remain agile and resilient while adapting to this new reality. VCC must chart its future, not only in the short and medium-term but also with longer time horizons in mind. Through the 2018/19 Integrated College Planning process VCC has identified key goals and initiatives that will position the college for a sustainable future in a rapidly changing post-secondary landscape.

Increasing automation and the rise of the gig economy are displacing existing jobs while creating new jobs that demand different skills, and changing the trajectory of our working lives<sup>1</sup>. *The British Columbia Labour Market Outlook: 2017 Edition* maintains that to meet this challenge, B.C. will call on educators to focus on making sure that training gives students skills that are adaptable and can last their entire careers. A strong foundation of skills and workforce competencies will be needed to help people adapt to changes and opportunities that will come along with increased technological changes. Education and training will play an increasingly important role in the labour market over the next 10 years. There will be an increasing need for skilled workers. It is estimated that 78% of jobs will require at least some form of post-secondary education or training. The focus on training needs to move away from training for a specific job and instead must to shift to recognize the value and importance of learning skills for a career.<sup>2</sup>

In preparing for the new reality of work, VCC has been consulting on the development of institutional learning outcomes. These are the types of attributes that VCC graduates will need to have mastered and that will give them core skills they will need to be successful in the workplace of the future. Examples of these attributes include critical thinking, intercultural competency, social responsibility, strong communication skills, and professionalism. These areas represent a synthesis of knowledge, skills and attitudes that will enable VCC graduates to enter a world of work that will increasingly be characterized by flexible hours and schedules, with employees seeking more opportunities for autonomy, input on decisions and challenging tasks which yield a sense of accomplishment and pride. Further, our graduates will be prepared to be part of a society that recognizes the need to be more inclusive and respectful of a range of diversities. In the coming year, through the institutional learning outcomes process, the attributes that will need to be integrated into the programs and training that VCC offers will be defined. Also the five year academic plan reflects the goals and initiatives that will ensure VCC programs and courses continue to be in demand, relevant and reflect the needs of the workplace.

VCC is positioning itself for growth. With the likelihood of government funding remaining static for the foreseeable future, not only will we focus on growing both international and domestic enrolment but also look for opportunities to generate more external revenue by building partnerships with both corporate and not-for-profit organizations. We will continue to add more post-degree diplomas to meet the demands of the international markets. We will focus some of our recruiting efforts in emerging markets to ensure diversity in the international student population. We will continue to work towards increasing our domestic enrolment through new program offerings and improved customer service. We also know that Indigenous youth are the fastest growing demographic in Canada and British Columbia and will play a vital role in filling the jobs of tomorrow. With this in mind, VCC will increase efforts to build intra-departmental capacity, build institutional awareness and continue working towards putting policies around indigenization into action.

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<sup>1</sup> *Learning Nation: Equipping Canada’s Workforce with Skills for the Future*: Advisory Council on Economic Growth, December 1, 2017

<sup>2</sup> British Columbia Labour Market Outlook: 2017 Edition  
<https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx>

One of VCC's advantages, and that colleges have in general, is the ability to create and deliver new programs relatively quickly because of our academic governance model. However, to meet the challenges of rapidly-changing workplaces, and to remain competitive, the college will need to be more flexible in how we deliver programs. Students are seeking more blended and on-line learning opportunities to accommodate their lifestyles. There is also a large gap in training needed in assisting working-age adults during their most productive years to capture new occupational opportunities. These adults will be the most affected by advances in technology and the new future of work. Through our schools, continuing studies and contract training, we will explore ways to enhance our courses and programs to enable working adults to continually upgrade their skills.

As VCC envisions the future, 5, 10, 15 and even 20 years out, we will see even more significant pressure being put on the campuses' infrastructure. It is clear the campuses require significant improvement to accommodate the new programs and partnerships that will lead to VCC's sustained growth and prosperity. Developing a campus master plan will take approximately 18 months and will start in fiscal 2018/19. The master planning process will identify, clarify and shape the long-term vision for the Broadway and Downtown campuses. With a 20-year lens, the master plan will open doors to the future of the college through investigations into the campus and program impacts related to emerging opportunities with technology, retail integrations and employer linkages, while staying true to its unique identity and history.

The VCC vision speaks to innovation, and being innovative applies to the college as a whole in everything we do. "Innovative products, ideas or services only become real because of the creativity, work ethic and skill of the people who create them."<sup>3</sup> There is a need for nimbleness and flexibility that will be reflected in program design and delivery as well as how we do our work. This will lead to new opportunities and prepare students with the new skills they will need to be successful in jobs that do not even exist today. By furthering our applied research agenda, and building relationships and partnerships that can lead to innovation development, we can be a catalyst for innovation.

We must boldly define our future. Doing so will require us to use our collective knowledge and expertise and to be innovative in order to meet the new Canadian and global realities. We must plan for a longer time horizon to ensure VCC is positioned for a sustainable future. VCC plans to be at the forefront and a leader in post-secondary to ensure we provide relevant skills for employment and career development which is essential for today's and tomorrow's workplace.

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<sup>3</sup> Government of Canada. Budget 2017. Canada's Innovation and Skills Plan



## Post-Secondary Trends

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There is much being written these days about the future of work. “Paradigm-shifting technology developments, alternative work arrangements, such as the gig economy, and social forces are reshaping workplaces and altering traditional definitions of what a job is.”<sup>1</sup> A recent publication by Deloitte maintains that over the next decade, the future of work will be shaped by a completely new force: an “Intelligence Revolution”, driven by change based on machine learning, virtually free data storage and communication, and ever-increasing computational power that rivals some human capabilities.<sup>2</sup> The Advisory Council on Economic Growth states that the scope and scale of these shifts are unprecedented and will deeply affect the lives of working Canadians. “We estimate that by 2030, automation and changes in existing occupations could threaten the jobs of more than 10% of Canadian workers unless they acquire new skills.”<sup>3</sup> The report goes on to say that, at the same time, a wave of innovations will create new positions, but these will require different skills than the ones workers currently have. Meanwhile, full-time employment is increasingly giving way to independent work arrangements, which is putting pressure on Canada’s skills development ecosystem.

*The British Columbia Labour Market Outlook: 2017 Edition* report says that “Education and training will play an increasingly important role in the labour market outlook over the next 10 years. The focus in training is moving away from training for a specific job. Instead it has shifted to recognize the value and importance of learning skills for a career.”<sup>4</sup> The report goes on to say that 78% of the job openings in the next 10 years will require at least a minimum level of post-secondary education or training.

Colleges and institutes will play a pivotal role in delivering the type of education and skills training needed to meet the future challenges of work. There are key change drivers that are being identified that will have an impact on the colleges’ roles and contributions, now and in the future, and we must prepare ourselves by being innovative, agile and flexible.

*The Future of Colleges and Institutes & Their Role in Canada’s Skills Development and Innovation Agenda* report, has identified a number of types of changes drivers that could significantly impact skills needs, development, and use (and therefore colleges) in the near future and they are: **economic, social, technological, political, environmental, cultural and psychological.**

Among the **economic** change drivers, the following were identified as being of particular importance:

- The Fourth Industrial Revolution (now being referred to as the Intelligence Revolution)
- Globalization and de-globalization
- Shifting market and economic poles, shifting wealth
- Growing inequalities between and within countries
- Mobility (of people, ideas, products, etc.)

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<sup>1</sup> *Future of Employment is Working to Learn*. Zabeen Hirji. Vancouver Sun Monday, February 28, 2018

<sup>2</sup> The Intelligence Revolution: Future-proofing Canada’s workforce. Deloitte.

<sup>3</sup> *Learning Nation: Equipping Canada’s Workforce with Skills for the Future*: Advisory Council on Economic Growth December 1, 2017

<sup>4</sup> British Columbia Labour Market Outlook: 2017 Edition - <https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx>  
*The Future of Colleges and Institutes & Their Role in Canada’s Skills Development and Innovation Agenda*: Knowledge in Power Consulting Inc.  
*Learning Nation: Equipping Canada’s Workforce with Skills for the Future*: Advisory Council on Economic Growth December 1, 2017

**Social** change drivers likely to impact colleges and their role in skills development and innovation include:

- Demography, societal composition and longevity
- Migration and marginalization of new populations
- Gender and “anti-gender” revolutions
- Traditional values and new forms of crime and violence
- Concepts and values under reconsideration (work, relationship, family, community, learning etc.)

**Technological** change drivers will play a central role in the future of skills and innovation:

- Automation and robotics
- Virtual and augmented reality
- Artificial intelligence
- Internet and 24/7 connectedness

**Political** change drivers are particularly important for the internationalization of colleges, as well as for their future governance and for the public support of public education and skills development:

- Role of governments in policy development and public services
- Global tensions between democratic and totalitarian aspirations
- Open government and open data

**Environmental questions** will continue to impact colleges and their programs, attractiveness for global talent, and infrastructure:

- Climate change
- Resilience and sustainability
- Resource scarcity

The already significant impact **cultural and psychological** change drivers play in education and skills development will most likely increase because of their role in the processes of learning and personality development:

- Cognitive overload
- Identity (personal, group, national, etc.) questions
- Mental health
- Learning and motivation

*The Learning Nation: Equipping Canada’s Workforce with the Skills of the Future* report, identifies a number of models or possible solutions that could help address the dramatic labour-market shifts that we need to prepare for. They are:

- **Short, modular, and part-time courses.** This enables learners to take only brief career leaves, which limits the income they forgo and thus addresses a barrier to training for some. This can include “nanodegrees”, short programs focused on developing specific skills and if successfully completed can lead to formal credentials.
- **Stackable courses.** Modular courses are most beneficial when they can be complemented with further training in the same or related field. In some cases, students can transfer credits they have accumulated to other institutions where they continue building their skills base and potentially obtain a diploma or a degree.

- **Online programs.** Learners, and in particular adult learners, often find it difficult to combine campus-based programs with family and work responsibilities. Blended learning, a combination of in-person and online components, gives students flexibility, while giving institutions the ability to serve larger student cohorts at their facilities.
- **Experiential training integrated with work experience.** Partnering with employers to design and deliver a highly practical short-term (e.g. approximately 12-weeks) technical training program, that will help graduates secure jobs upon completion.
- **Certification for skills.** This provides recognition of the skills students have acquired even if they have not earned traditional post-secondary degrees for some programs. Prior learning assessment and recognition (PLAR) makes it easier for mid-career individuals to transition to new occupations or get advance placement in post-secondary programs.
- **New funding models for skills development and re-training.** As labour market disruption requires more and more workers to upgrade their skills, individuals, employers and governments face a financing challenge. Innovative efforts to address this need could range from employer-run programs, to collaborations between private and public sectors, to government-financed national strategies that could involve all participants in the labour market.
- **Seamless options.** To encourage more employers and individuals to invest in skills upgrading, governments could simplify the programs through which they offer support and make it as easy as possible to apply for benefits. To achieve this, they could transform employment centres into customer-friendly services that guide both the individual and employers through the available reskilling options.

According to *The Future of Colleges and Institutions & Their Role in Canada's Skills Development and Innovation Agenda* report, in addition to skills for employment, in an era of deskilling, reskilling, upskilling, **skills for learning** will also be enormously important. Learning to learn and to re-learn will be one of the most important skills for the future when lifelong learning is a must. These learning skills will receive more attention as every citizen is targeted as a learning client and as increasingly larger populations are diagnosed with learning disorders. Further developments in the cognitive sciences and policy action will be needed and expected to provide solutions to these conditions, for the learning and social inclusion of all potential learners.

These developments could have a profound impact on colleges and the landscape of post-secondary not only in Canada but globally. Leading the transition towards a new state of education and skills development will require bold leadership.

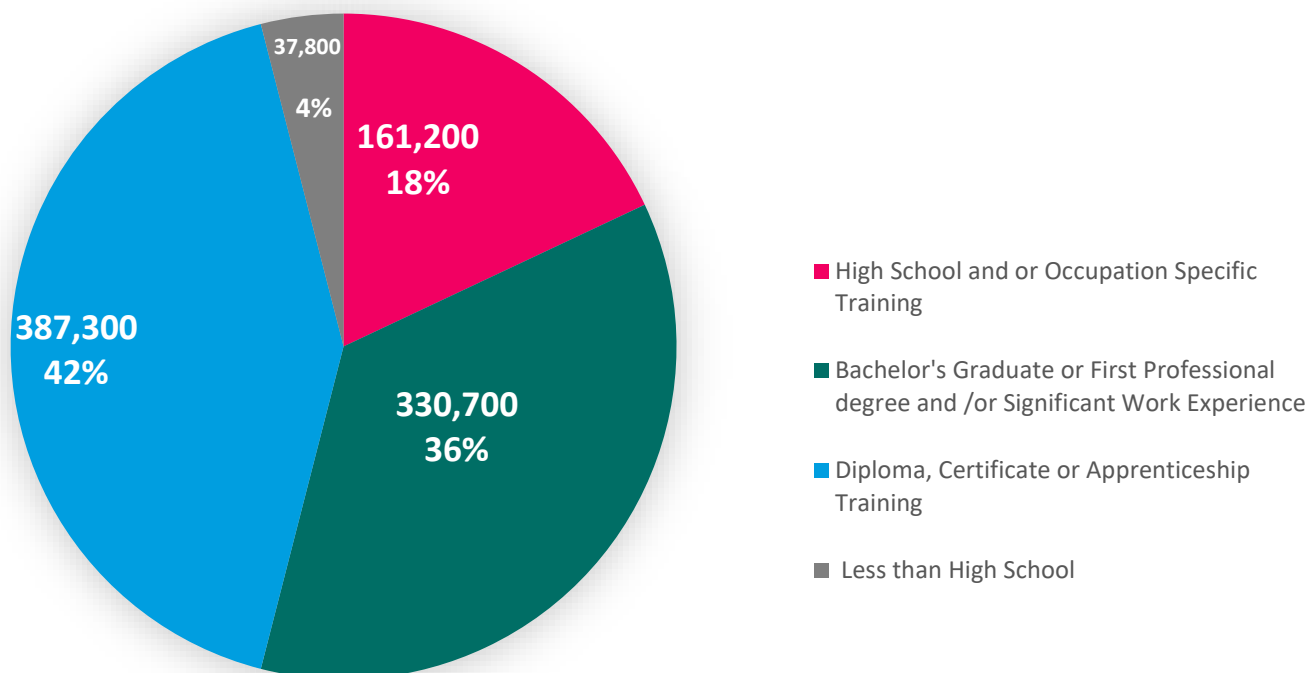
## British Columbia Labour Market Outlook: 2017 Edition

British Columbia's workforce is undergoing significant change, and it is the make-up of the province's population that is driving the change. If B.C.'s economy is to continue to evolve and grow, we will need to give BC workers the necessary skills and training for 21<sup>st</sup> Century jobs. Keeping up will be a challenge. It will call on educators to focus on making sure that training gives students skills that are adaptable and can last their entire careers. The *BC Labour Market Outlook: 2017 Edition* helps develop a picture of the skills, competencies and worker characteristics needed to succeed. A strong foundation of skills and workforce competencies will help people adapt to changes and opportunities that will come along with increased automation and technological change.

Education and training will play an increasingly important role in the labour over the next 10 years. The focus in training needs to move away from training for a specific job. Instead it has to shift to recognize the value and importance of learning skills for a career. Having a broader base of knowledge and being adaptable opens up more job opportunities for students and workers.

People looking for work will find they will need at least a minimum level of post-secondary education or training for 78% (718,000) of the job openings expected in the next 10 years. The largest component of these job openings (42%) will be in occupations requiring diploma, certificate or apprenticeship training. The second largest component (36%) will be in occupations requiring a bachelor's, graduate or first professional degree and/or significant work experience.

### Job Openings by Education Requirements 2017-2027



917,000 Job Openings Expected in BC to 2027



## INDUSTRY OUTLOOK

Five industries alone will account for about half the total projected job openings in BC between 2017 and 2027:

INDUSTRY	NO. OF JOB OPENINGS	% OF TOTAL JOB OPENINGS
Health Care and Social Assistance	142,500	15.5
Professional, Scientific and Technical Services	102,400	11.2
Retail Trade	86,900	9.5
Accommodation and Food Services	62,700	6.8
Transportation and Warehousing	62,400	6.8

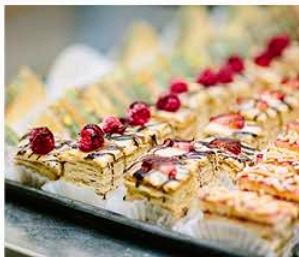
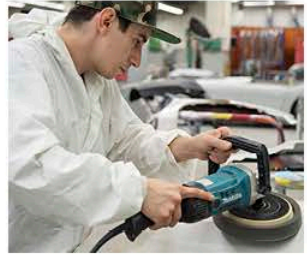
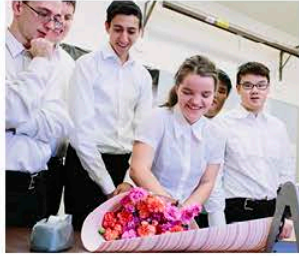
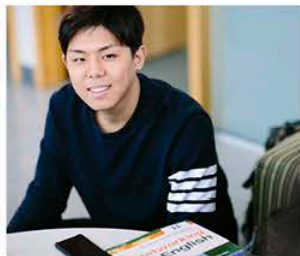
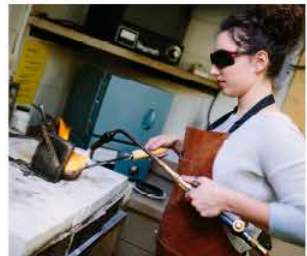
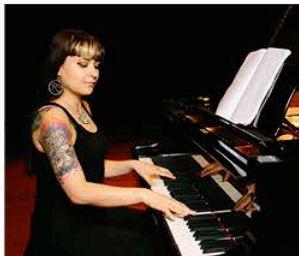
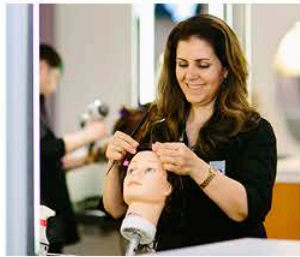
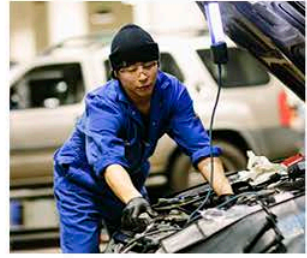
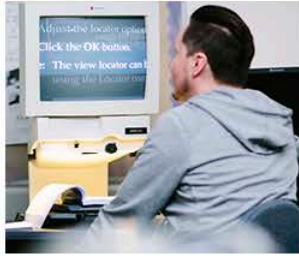
## PREPARING FOR CAREERS

Students are coming to understand the benefits of preparing for a career path; a path that uses core skills and competencies but also takes into account their personal characteristics and preferences. This approach to skills development opens the doors to more opportunities, across a spectrum of similar occupations, and creates opportunities for more diversified employment over a person's lifetime.

A number of international and national organizations have been looking at different approaches to helping workers get the skills they will need for the future. According to a 2016 study by the World Economic Forum, by 2020 more than one-third of desired core skill sets for most occupations will be comprised of skills not currently considered crucial to the job.

TOP 10 COMPETENCIES	
2015	2020
<ol style="list-style-type: none"> <li>1. Complex Problem Solving</li> <li>2. Coordinating With Others</li> <li>3. People Management</li> <li>4. Critical Thinking</li> <li>5. Negotiation</li> <li>6. Quality Control</li> <li>7. Service Orientation</li> <li>8. Judgement and Decision-Making</li> <li>9. Active Listening</li> <li>10. Creativity</li> </ol>	<ol style="list-style-type: none"> <li>1. Complex Problem Solving</li> <li>2. Critical Thinking</li> <li>3. Creativity</li> <li>4. People Management</li> <li>5. Coordinating With Others</li> <li>6. Emotional Intelligence</li> <li>7. Judgement and Decision-Making</li> <li>8. Service Orientation</li> <li>9. Negotiation</li> <li>10. Cognitive Flexibility</li> </ol>

British Columbia Labour Market Outlook: 2017 Edition  
<https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx>



## Program Offerings

VCC's mission is to provide high quality learning experiences for a highly-diverse student body. The academic units, international education, indigenous education, continuing studies, student development and library, teaching and learning services of the college have been organized to create cohesiveness and collaboration between and across program areas.

VCC delivers more than 120 programs to a diverse multicultural student population. What makes VCC unique is the experiential learning students receive through hands-on and real-world training. Student outcomes for VCC graduates are one of the highest in the sector, with 95% employed upon completion of their programs. This is a testament the kind of on-the-job training VCC does, from working in restaurants, hotels, hair salons and spas, automotive trades to practicum experiences in dental clinics and hospitals and more.

**2 YEARS**  
Most VCC  
Programs can be  
completed in less  
than 24 months.

### SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences includes 15 Departments organized within the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies and Centre for Performing Arts. With approximately 2000 full-time equivalent students and more than 200 faculty and staff, Arts and Sciences has multiple areas of focus. This school is distinct in that the majority of its programs are transitional in nature, whether that is developmental programming in adult upgrading and English as an additional language, designed to prepare students for enrolment in post-secondary career and academic programming, or University Transfer programming designed to provide the first 1-2 years of academic post-secondary. The School also has one of the most comprehensive Adult Special Education platforms in the province.



Finally, the Centre for Performing Arts has delivered the Music Diploma and Degree programs as well as the innovative Dance Diploma in partnership with Arts Umbrella.

### SCHOOL OF HEALTH SCIENCES

The School of Health Sciences delivers high quality health programming to approximately 900 students each year. The School has ten certificate programs, six diploma programs and one degree program in three areas; Allied Health, Dental, and Nursing. Most Health Sciences programs have achieved an accredited status by external accrediting bodies. Those without an accrediting body have been reviewed through the College's program renewal process to ensure currency and relevancy. A new Pre-Health Sciences program will start in 2018-19 and is expected to attract a large number of high school students and those pursuing new career options. The School houses the only simulated hospital in the province whereby a nursing station is central to numerous simulation labs, treatment rooms and other spaces similar to hospital environments. Dental programs are currently expanding and the need for new dental spaces, including labs, offices and a new dental clinic is a high priority.





## SCHOOL OF HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS

Programming in this school ranges from six month entry-level certificates to Red Seal Certification in Culinary Arts and Baking & Pastry Arts to a bachelor's degree in Hospitality Management. In September 2017, VCC launched a post-degree diploma in Canadian Business Management for the international student market.



All program areas have strong connections with employers and offer students the opportunity for practical experience. Students obtain real world experience in our commercial outlets: Seifferts Market, JJ's fine dining restaurant, the cafeteria at our downtown campus and Quizine, the cafeteria at our Broadway campus. Hospitality students are required to spend one summer working in the hospitality industry, our Canadian Business Management students have a one-term workplace practicum as part of their program, and all the certificate programs in Applied Business have practicums.

## SCHOOL OF TRADES, TECHNOLOGY & DESIGN

The School of Trades, Technology and Design houses seven different departments distributed over three campuses and employs over 100 faculty and staff. These seven departments include: Automotive Collision and Refinishing, Automotive Service Technician, Computer Aided Drafting/Building Information Modelling, Digital Media Design, Hairstyling/Skin and Body Therapy, Heavy Mechanical Trades, and Jewelry Arts and Design. Within these departments there are 11 apprenticeship programs, seven certificate programs, and five diploma programs serving approximately 1700 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa, and graphic design services. These publicly available services provide students with a 'real world' experiential learning environment that results in work ready graduates.



## FOR CONTINUING STUDIES

The Centre for Continuing Studies (CS) offers both credit and non-credit programs in wide array of programs areas to serve all members of our community in pursuit of their professional and personal goals. CS students can take advantage of flexible schedules and study on a part-time basis, mostly in the evening, allowing them to balance their busy work lives while pursuing career training at the same time. CS offers a wide range of programs. On the credit side, CS offers programs in Early Childhood Care & Education, Fashion Design & Production, Fashion Merchandising, Counselling Skills, Business & Leadership, Office Administration, Paralegal, Health, Design, Language & Writing, Technology & Trades, Make Up Artistry, Food and Hospitality. On the non-credit side, popular programs include: Microsoft software computer courses, Languages, Volunteer Management, Leadership, Administration, and Management (LAM) in Early Childhood Care & Education, Samsung Appliance Repair Technician, Rick Hansen Foundation Accessibility Certification Training. Every semester, CS offers new courses to the public to meet local market demand. CS offers programs that appeal to both newcomers entering a field of work and experienced people already working in the field but who are looking to move up in their careers.

**9,300**  
Job openings are  
expected for Early  
Childhood Educators  
in B.C. by 2025.

SOURCE: WORKBC EMPLOYMENT  
OUTLOOK

## LIBRARY, TEACHING & LEARNING SERVICES

Four units comprise this Division: Library, Learning Centre, Centre of Instructional Development (CID), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different and connected ways. The Library and Learning Centre provides learning support to students by providing gathering space for study, access to resources and research help, computer access, study skill workshops, and professional tutoring at no cost. The Learning Centre also offers career support. CID supports instructors, facilitating innovation in teaching, educational technology, curriculum design as well as supporting research at the college. SIE is the academic side of instructor support, offering credentialed well-known programs in adult education, the Provincial Instructor Diploma and Certificate in Online eLearning Instruction.

## INTERNATIONAL EDUCATION



VCC currently welcomes international students from over 45 countries in 30 different programs. The most popular programs for international students are Hospitality Management Diploma, Cosmetology Diploma, Culinary Arts Diploma, Canadian Business Management Post-Degree Diploma, and the Automotive Trades Diplomas. International students choose VCC for our high-quality programming, award-winning instructors, and post-graduate employment opportunities. With the projected growth in international students choosing Vancouver as a study destination, VCC will continue to create programs that support the needs and goals of international students.

## INDIGENOUS EDUCATION

At VCC we have a diverse student population, including in our Indigenous student body. Indigenous students from all over the country enrol in many of our programs. As signatories to the Colleges and Institutes Canada Indigenous Education Protocol and recipients of Aboriginal Service Plan (ASP) funding from B.C.'s Ministry of Advanced Education, Skills and Training (AEST), VCC is committed to the highest quality educational experience for our Indigenous students. In response to the objectives and goals of both the ASP and the Truth and Reconciliation Commission's (TRC) Calls to Action, VCC's signing of the Colleges and Institutes Canada's historic Indigenous Educational Protocol demonstrates VCC's commitment to Indigenous education. The protocol provides a framework on how we will continue in our efforts to better serve Indigenous people. Aboriginal voice has informed and is integral to the development of the ASP, with considerable efforts made by the institution to build intra-departmental capacity, increase institutional awareness, and work toward mobilizing indigenization policies at VCC.

**VCC has gathering spaces, Indigenous advisors, and Elders to help support students throughout their educational journey**



The role of the Indigenous Education & Community Engagement (IECE) department is to provide dynamic services to Indigenous students and transitional support into post-secondary education. We see this department as the students' "Community away from Community", and have created a space that is safe, culturally responsive, and engaging. The Elders support the students culturally and emotionally, while advisers offer extensive knowledge about academic and funding supports, learning facilitators connect people and urban resources together to best meet the needs of current and prospective students. We design, deliver, or partner with internal and external groups to create workshops, curriculum, policy, and programs that will both reinforce connection within the college as well as create powerful opportunities in the larger community.

## **PARTNERSHIP DEVELOPMENT OFFICE**

The Partnership Development Office (PDO) builds partnerships between VCC and external organizations to generate new opportunities that have growth and financial benefits for the college. Our partners include government ministries, corporations, community organizations, and other post-secondary institutions (PSI). Our key provincial partnership is with the Ministries of Advanced Education, Skills & Training and Social Development & Poverty Reduction where we bid for and secure funding through several revenue streams: Aboriginal Community Based Partnership Training, Project Based Labour Market Training, Employment Support and Skills Training, the Industry Training Authority, and others. The Partnership Development Office also provides contract training for a variety of organizations - 2017-2018 included contracts with Emily Carr University of Art and Design, the City of Langley, WorkBC Employment Centres, PARQ Vancouver, Musqueam Indian Band, etc. Internally, we function as a partnership incubator and support departments to network, conceptualize projects, write proposals, manage projects and more.

## **STUDENT DEVELOPMENT**

Student Development at VCC provides integrated, value added services, programs and initiatives that serve 14,000 students across three campuses. A team of more than 120 regular and auxiliary professionals in eight departments of Reception, Advising, Assessment Centre, Counselling, Disability Services, Interpreting, Arbitration and Student Conduct & Judicial Affairs take a college wide, comprehensive approach to student development in close collaboration with the academic departments. Quality, relevance, accessibility and sustainability of support services are reviewed and reimagined to help students become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

## Programs and Outcomes

### NUMBER OF CREDENTIALS

CREDENTIAL	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Citation	0	0	0	0	3	3
Apprenticeship	10	13	13	13	13	14
Certificate	88	88	88	88	86	91
Diploma	28	28	28	28	31	31
Bachelor Degree	3	3	3	3	3	3

### GRADUATE OUTCOMES

* GRADUATE SATISFACTION	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	** PROVINCIAL AVERAGE
Satisfied/Very Satisfied with their Education	95%	94%	93%	93%	93%	93%	92%
In the Labour Force	94%	94%	95%	93%	95%	95%	87%
Employed in a training related position	80%	84%	83%	83%	82%	84%	71%

\* GRADUATE OUTCOMES DATA IS PROVIDED BY BC STATS DACSO (DIPLOMA, ASSOCIATE DEGREEE & CERTIFICATES)

\*\* THE PROVINCIAL AVERAGE DOES NOT INCLUDE VCC DATA.

## Campus Locations

VCC delivers programming across three campuses: Broadway, Downtown and Annacis Island. The two main campuses, Broadway and Downtown, are centrally located and are serviced very well by public transit. The Broadway and Downtown campus locations are each near Sky Train stations (or the SeaBus) and on bus routes.

The locations of the campuses are in close proximity to many local businesses who are integral members of VCC's educational community, with many serving as practicum hosts, mentors, training partners, and employers of VCC students.

The following table shows the percentage breakdown of total students by campus:

CAMPUS	2015-16	2016-17	2017-18
Annacis Island	2%	2%	2%
Downtown	49%	50%	43%
Broadway	49%	48%	55%

**DOWNTOWN CAMPUS:** plays an important role in the local community through services and programs offered including dental, hospitality management, culinary arts, baking and pastry arts, hair design, skin and body therapy, fashion arts, jewellery arts and design, technology, applied business and continuing studies programs.

**BROADWAY CAMPUS:** is home to many programs including health sciences, transportation trades, academic upgrading, university transfer (arts and science), culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, deaf and hard of hearing, visually impaired and performing arts (music and dance).

**ANNACIS ISLAND CAMPUS:** is home to VCC's heavy-duty transportation programs, offering state-of-the-art training equipment and resources for students entering this industry.



# VCC Student Demographics

# VCC

2017 / 2018

## 14,150

STUDENTS REGISTERED ANNUALLY

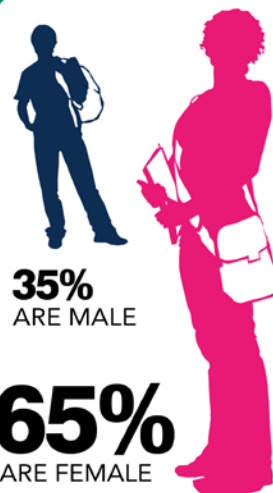


OVER **50** LANGUAGES SPOKEN



FROM MORE THAN **150** COUNTRIES

**360**  
ABORIGINAL STUDENTS ENROLLED



**35%**  
ARE MALE

**65%**  
ARE FEMALE

**34**  
AVERAGE AGE OF DOMESTIC STUDENT

**25**  
AVERAGE AGE OF INTERNATIONAL STUDENT

### SCHOOLS & DIVISIONS

**31** DIPLOMAS  
**91** CERTIFICATES  
**3** DEGREES  
**3** CITATIONS  
**14** APPRENTICESHIPS



**95%**  
OF GRADUATES ARE EMPLOYED\*



**93%**  
OF STUDENTS SATISFIED WITH QUALITY OF INSTRUCTION\*

\*BCStats Student Outcomes 2017; Diploma, Associate degree and Certificates survey (DACS)

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Our student composition reflects Vancouver's diverse ethnic mix with a student body from more than 150 different countries, speaking more than 50 different languages. The student population is comprised of 90% domestic students, 2% Indigenous and 8% international students. The average age of domestic students is 34, whereas for international students it is 25.

The tables below highlight the diverse student population at VCC.

<b>*STUDENT HEADCOUNT</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 FORECAST</b>
International Student	561	609	639	744	862	1106
Indigenous Students	575	526	388	517	396	360
Languages Spoken	>30	>30	>30	>30	>30	>50
Country of Origin	>40	>40	>40	>40	>40	>150
<b>TOTAL</b>	<b>22,265</b>	<b>21,198</b>	<b>17,613</b>	<b>15,184</b>	<b>14,291</b>	<b>14,150</b>

\* Total college headcount - only counts students once even though they maybe enrolled in multiple schools at the same time.

<b>GENDER HEADCOUNT</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 FORECAST</b>
Female	14,910	14,316	11,746	9,823	9,195	9,119
Males	7,226	6,847	5,840	5,315	5,063	4,984
Unknown	129	25	27	46	33	47
<b>TOTAL</b>	<b>22,265</b>	<b>21,188</b>	<b>17,613</b>	<b>15,184</b>	<b>14,291</b>	<b>14,150</b>

<b>AVERAGE AGE OF DOMESTIC STUDENTS</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 FORECAST</b>
<20	8%	8%	8%	8%	9%	9%
20-30	37%	36%	36%	39%	41%	40%
31-40	24%	23%	23%	23%	23%	24%
>40	32%	31%	31%	27%	28%	28%
Unknown	3%	2%	2%	2%	0%	0%

VCC plays a vital role in training development for the Vancouver area and the province of British Columbia.

The table below illustrates the area and regions that students who attend VCC are from.

AREA/REGION	2015-16		2016-17		2017-18 FORECAST	
	HEADCOUNT	% OF TOTAL	HEADCOUNT	% OF TOTAL	HEADCOUNT	% OF TOTAL
<b>GREATER VANCOUVER</b>						
Vancouver	6,379	42.0%	5,685	39.8%	5,679	40.1%
Surrey	1,822	12.0%	1,765	12.4%	1,858	13.1%
Burnaby	1,674	11.0%	1,666	11.7%	1,558	11.0%
Richmond	839	5.5%	903	6.3%	825	5.8%
North Vancouver	806	5.3%	727	5.1%	759	5.4%
Coquitlam	802	5.3%	455	3.2%	452	3.2%
New Westminster	425	2.8%	420	2.9%	420	3.0%
Port Coquitlam	0	0.0%	306	2.1%	314	2.2%
Delta	315	2.1%	277	1.9%	302	2.1%
Langley	162	1.1%	217	1.5%	234	1.7%
West Vancouver	209	1.4%	189	1.3%	186	1.3%
Maple Ridge	149	1.0%	164	1.1%	166	1.2%
Port Moody	113	0.7%	117	0.8%	113	0.8%
Pitt Meadows	-	-	51	0.4%	42	0.3%
White Rock	32	0.2%	26	0.2%	25	0.2%
Squamish	0	0.0%	22	0.2%	23	0.2%
<b>TOTAL</b>	<b>13,727</b>	<b>90.4%</b>	<b>12,990</b>	<b>90.9%</b>	<b>12,956</b>	<b>91.6%</b>

OUTSIDE GREATER VANCOUVER	2015-16		2016-17		2017-18 FORECAST	
	HEADCOUNT	% OF TOTAL	HEADCOUNT	% OF TOTAL	HEADCOUNT	% OF TOTAL
Fraser Valley Total	266	1.7%	184	1.3%	182	1.3%
Vancouver Island	392	2.6%	365	2.6%	346	2.4%
North, Central and Eastern BC	553	3.6%	457	3.2%	406	2.9%
Outside B.C.	246	1.6%	295	2.1%	260	1.8%
<b>TOTAL</b>	<b>1,457</b>	<b>9.6%</b>	<b>1,301</b>	<b>9.1%</b>	<b>1,194</b>	<b>8.4%</b>

<b>TOTAL STUDENT HEADCOUNT</b>	<b>15,184</b>	<b>100%</b>	<b>14,291</b>	<b>100.0%</b>	<b>14,150</b>	<b>100.0%</b>
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# Academic Programming

## INTRODUCTION

Given the rapidly changing post-secondary landscape, academic planning has to take into account several 'big picture' aspects: students' characteristics, the changing nature of work, the cultural dimension of both the institution and the broader communities we serve, and how our physical and social environments meet the needs of all those who live, work and study at VCC. In his book *Leading Change*, John Kotter identifies four critical features of planning: vision, strategies, plans and budgets.<sup>1</sup> The academic plan encompasses these factors to create a roadmap for the ongoing implementation of VCC's core mission – providing high quality learning experiences for a highly diverse student body.

Foundational to planning is a need to understand our institutional culture, value our achievements within the current context, and implement approaches which will strengthen the resilience of our students, employees and the college. This is important for short and medium-term planning, and critical as we start to plan with longer time horizons in mind.

The academic plan reflects all aspects of VCC whose work involves the teaching and learning mission: each of the schools; Continuing Studies; Indigenous Education and Community Engagement; Institutional Research; International Education; Library, Teaching and Learning Services; the Registrar's Office, Student Development and the office of the Vice-President Academic, Students and Research.

Through the planning process, key goals and activities have been identified across the college. These include:

- programming: renewing, redesigning, implementing new programs
- updated processes and systems
- continued emphasis on building stronger ties between Student Development, the Library and Learning Centre, and academic areas
- sustainable strategic growth in both international and domestic enrolment
- continued focus on consistency and improvements in data quality and integrity
- capital investments and improvements to facilities to support programming
- developing an online learning strategy and implementation plan
- continued attention to Indigenization
- developing internal and external partnerships

## THE PROCESS

Academic planning at VCC is an iterative process, beginning at the department level, when department leaders and faculty members identify their goals and priorities. This is done in a number of ways, including at VCC day, at faculty meetings, and in small group conversations. Individual department plans can be found at <https://employee.vcc.ca/departments/administration/vice-president-academic/planning/>

This detailed work informs the academic plan that is incorporated in the Integrated College Plan. Academic deans and directors meet to discuss priorities and explore opportunities for internal synergies across schools and departments, including things like better referral processes, implications of new policy development on practice, and stronger emphasis on communication.

<sup>1</sup> Kotter, J. P. *Leading Change*. Boston: Harvard Business School Press, 1996.(p.73)

## INFLUENCERS

As VCC develops short-, medium- and long-term plans, there are number of concepts that influence the planning process:

### Innovation

While there are many definitions of innovation, the ideas that have most resonance include developing and executing on an idea that addresses real challenges, and adds value to the VCC community and the institution itself.

### Adaptive capacity

One of the hallmarks of a successful post-secondary institution is its ability to adapt to rapidly changing circumstances. As we engage in planning across VCC, what challenges are we identifying that require an immediate response and what resources do we need to meet those demands?

### Resilience

This concept speaks to the ability to thrive in a challenging environment. For VCC to be a resilient organization, we need leaders at every level to demonstrate optimism, decisiveness, integrity, and open communication. A key question is how we support those approaches so people feel confident and able. This concept also relates to how we design learning experiences (whether in the classroom, lab, shop or community) that encourage students' development of resilience.

### Sector environment

This continues to be an important influence on decision-making. How has the post-secondary sector responded to new programming and process improvements? When students have an increased number of options for post-secondary learning, how can we be their first choice? When talented individuals are seeking a position, how can we be their first choice for employment?

## INTERNAL AND EXTERNAL FACTORS

Over the past year, a process of consultation has occurred around the development of institutional learning outcomes. The result of this process will be a small number of attributes, likely five or six, which not only describe what VCC graduates will have mastered, but will also contribute to a framework for internal focus. Examples of these traits include critical thinking, intercultural competency, social responsibility, strong communication skills, and professionalism.

These areas represent a synthesis of knowledge, skills and attitudes that will enable VCC graduates to enter a world of work that will increasingly be characterized by flexible hours and schedules, with employees seeking more opportunities for autonomy, input on decisions and challenging tasks which yield a sense of accomplishment and pride. Further, our graduates will be prepared to be part of a civic society that recognizes the need to be more inclusive and respectful of a range of diversities. Over the next few years, VCC graduates will be at the front line of dealing with historic challenges: “the social and economic

implications of an aging population, the need for a culture of learning and development in order to meet the challenge of a fast-paced global knowledge economy, and a varied and complex labour market”.<sup>2</sup>

Their experiences at VCC will be integral in preparing our learners effectively. Increasingly, our graduates will need to create their own opportunities – through personal flexibility, social entrepreneurial skills, and the ability to work across disparate groups of people and enterprises. These will all be valuable assets.

A significant factor during the 2018-19 academic year will be VCC’s involvement in the provincial Quality Assurance Process Audit (QAPA). This process is part of an initiative sponsored by the Degree Quality Assurance Board (DQAB) to ensure that all publicly-funded institutions have fair and transparent processes in place to ensure that internal quality is supported and maintained. A small working group is preparing an institutional self-study in preparation for a site visit in the fall. This is an example of an external factor that has an impact on college-wide programming. Our Program Review and Renewal Committee has created a robust process for ongoing program improvement, and this is a significant benefit to the institution.

## MEASURING SUCCESS

Measures of success are used to ensure that students are being supported to achieve academically, personally and in the development of skills, knowledge and dispositions that will allow them to be successful.

- Qualitative and quantitative measures are used to track enrolment, retention, progression, use of services and financial sustainability;
- Decisions are informed by data that is as accurate and timely as possible;
- Monitoring activities regularly ensures that changes are responded to effectively. It may be that metrics will need to be reviewed and perhaps different measures chosen, in order to accurately reflect the specifics of a situation;
- The ability to describe success across a number of measures enables VCC’s reporting to be more accurate and nuanced. Knowing our levels of achievement and areas of strengths makes it easier to respond to requests from Advanced Education and Skills Training (AEST), changes in the regional and provincial post-secondary environment, and opportunities for both initiatives that respond to internal and external opportunities.

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<sup>2</sup> Lowe, G. & Graves, F. *Redesigning Work: A Blueprint for Canada's Future Well-Being and Prosperity* Rotman-UTP Publishing, 2016; p. 203



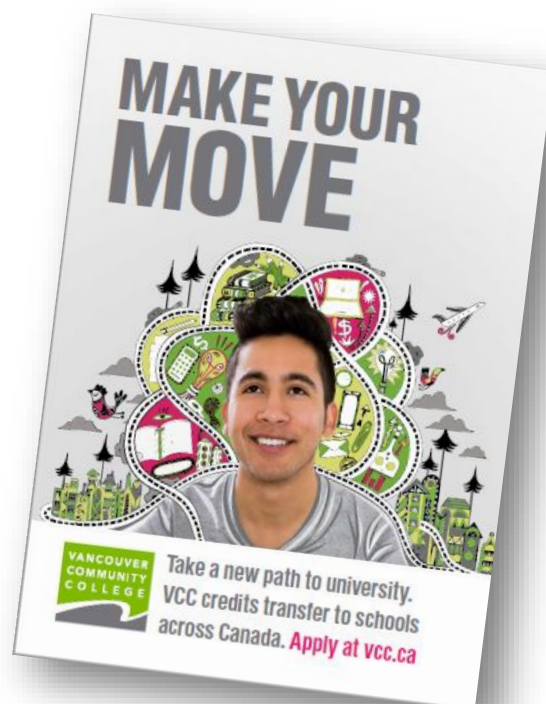
## VCC 2018 Marketing Campaign

Launched in January 2017, the **Make Your Mark** campaign supports VCC's overarching goal of increasing college enrolment. As potential students continuously make decisions about application and enrolment, VCC needs to maintain a consistent in-market presence. The Make Your Mark campaign will continue throughout 2018 to assist in improving awareness and help maintain brand recognition.

### TARGET MARKET, OBJECTIVES AND KEY MESSAGES

To align with the college's ongoing recruitment activities, the campaign's target audience is Lower Mainland residents primarily 16-24 years old (and their parents) who have already identified they do not plan to attend an academic post-secondary institution (PSI), or intend to transfer, and those 25-40 years old who are returning to a PSI primarily to advance or secure a career.

For 2018, we've strengthened our key messages to more clearly emphasize the tangible skills, job readiness and confidence students gain from a VCC education. Themes of relevancy, employment, experiential learning and student success feature more prominently as the campaign evolves.



### CREATIVE EXECUTION

The Make Your Mark campaign introduced some new creative executions and headlines (academics, health and music) for 2018, but otherwise remains unchanged. It places a real VCC student in the centre of a whimsical, illustrated environment; these visuals represent the possibility of an imagined future made real from skills and experiences gained at VCC. The creative aims to be authentic and genuine, yet full of dreams and opportunity.

The campaign will continue to use this new creative, as well as our updated original executions (culinary, hair and automotive), throughout the year. Our student stories will continue to be featured online, and we will encourage our online visitors to explore the website, sign up for an info session or book an advising appointment.

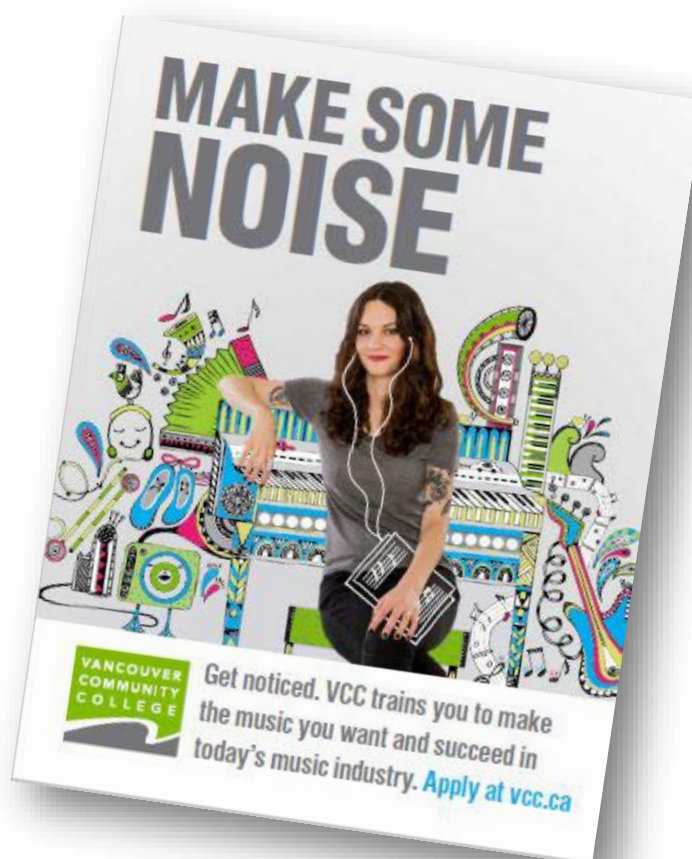
## MEDIA PLAN

To support our objectives of raising awareness and improving brand health, our 2018 media plan aims to deliver our message in mass and digital advertising most frequently in the winter/spring and summer/fall. We will continue to expand our reach into different Lower Mainland neighbourhoods, particularly those newly served by mass transit.

## BRANDING

Good brands create emotional bonds with consumers. As technology, communication tools and access to them proliferates in our growing digital landscape, organizational branding increasingly requires nourishment, management and ongoing two-way communication with its audiences.

The introduction of VCC's new vision and values has prompted the need to review our brand for future years. In 2018, VCC will embark upon the discovery phase of this review. Related projects may include qualitative and quantitative research, material and competitive reviews and a brand audit.





# Employee Engagement Survey

VCC SPEAKS

Involve. Improve. Together.



## EMPLOYEE ENGAGEMENT SURVEY

In support of operational excellence, VCC conducted a college-wide survey to gather valued employee feedback in November 2016. The VCC SPEAKS Survey explored 13 workplace dimensions covering various aspects of the work environment and culture. Employees were also invited to comment on how VCC could improve each respective workplace dimension, and this resulted in over 5,500 comments which were qualitatively analyzed and themed. VCC achieved an impressive 70% participation rate on the survey and was pleased that the survey results confidently reflected the majority of employees’ viewpoints.

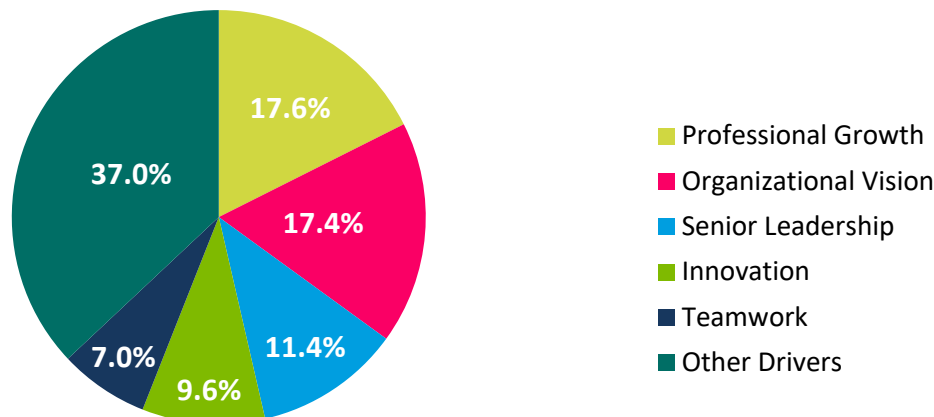
## EMPLOYEE ENGAGEMENT STRATEGY COMMITTEE (EESC)

The existing EESC, which formed in June 2016, has been vital to the college’s engagement strategy, assisting with the survey creation, communications, promotion, delivery, survey completion and action planning. The EESC was formed with a 2-year commitment of members to ensure relevance and validity of the survey process and that the focus on engagement is intentional and ongoing. In June 2018 some new members will join the committee, thereby infusing new perspectives and engagement ideas.

## ENGAGEMENT DRIVERS

Through relative weight analysis, the survey identified the areas, or engagement drivers, most relevant to VCC employees’ engagement. The top three engagement drivers are: professional growth, organizational vision and senior leadership account which account for 46.4% of total engagement impact. Innovation and teamwork are VCC’s fourth and fifth engagement drivers, accounting for 9.6% and 7.0% respectively. The 2016 VCC SPEAKS employee engagement survey achieved an overall engagement score of 65% which directly matches the post-secondary benchmark score. This engagement score is a general reflection of our employees’ pride in their work at VCC, their feeling of personal accomplishment, the extent to which they feel inspired and see the connection of their work to the college’s long term goals and objectives.

VCC Top Drivers of Engagement



## ENGAGEMENT ACTION PLAN

Using a scenario-based action planning approach, members of the EESC and other staff and faculty identified initiatives to improve VCC's top three engagement drivers. The college's five key "Goldfish" engagement initiatives to enhance professional growth and senior leadership, were communicated college wide in fall 2017.



### Goldfish

#### Initiative 1: **All About Your PD / CD Professional Development Fund Workshops**

All employee groups want to better understand the professional (PD) and career development (CD) funding available through VCC. People want more transparency around PD/CD support.



### Goldfish

#### Initiative 2: **The Coach Approach to Leading**

Employees are seeking more career coaching support and help identifying their strengths and career path options. This initiative is about developing VCC's leaders' coaching competencies to promote career coaching conversations and strength-based approaches to employee development.



### Goldfish

#### Initiative 3: **Developing Leaders at all Levels**

VCC employees who aren't in formal leadership positions desire more leadership training to support their development. This initiative aims to provide new development opportunities to all employees.



### Goldfish

#### Initiative 4: **Walkabouts**

Employees would like VCC's Senior Executive Team and Leadership Team to be more visible, approachable and involved. This is about promoting more two-way, face-to-face communication between the leadership team and employees.



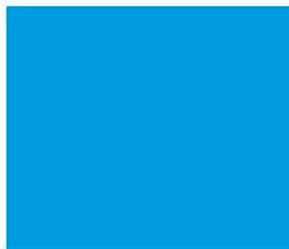
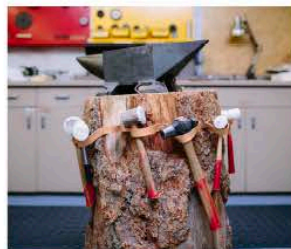
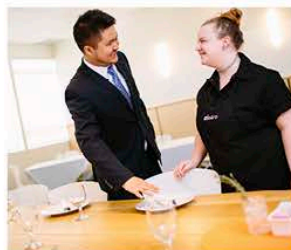
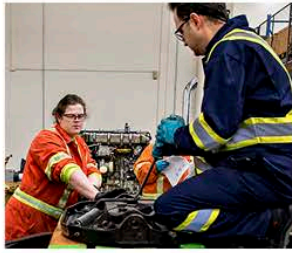
### Goldfish

#### Initiative 5: **President's Lunch (Leader: Executive Director, Marketing & Communications)**

People welcome the opportunity to directly connect with the President. Employees want to hear first-hand more about VCC's vision and goals.

## TEMPERATURE CHECK SURVEY

VCC's commitment to enhancing employee engagement is longstanding and in support of measuring progress on improving engagement, the college plans to conduct a temperature check survey in the fall of 2018. The temperature check survey will invite employees to provide feedback specifically about organizational vision and senior leadership, VCC's second and third engagement drivers. Given the continued stability within VCC's Executive Leadership team and progress made formalizing VCC's vision and strategic objectives, it will be valuable to gauge employees' perspectives on these workplace dimensions.



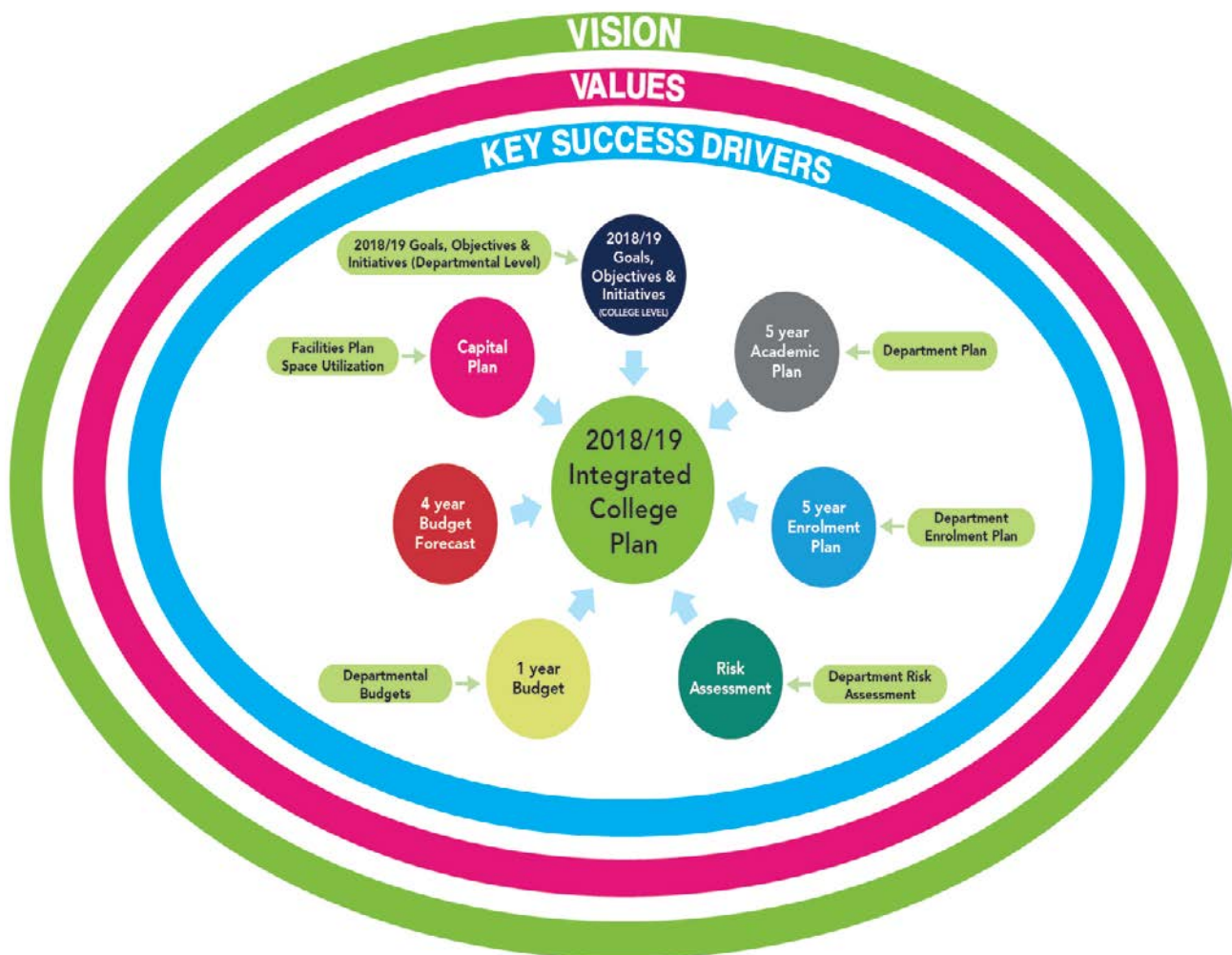


## Integrated Planning Overview

The goals, objectives and initiatives that are identified in the integrated planning process align with the vision, values and the five key success drivers that guide both the academic and operations departments. The five year academic plan reflects the goals and initiatives that will ensure VCC programs and courses will continue to be in demand, relevant and reflect the needs of the workplace and informs the integrated college plan.

The enrolment plan is developed in collaboration with the deans, directors and departments. This plan provides the input for developing the operating budget. In conjunction with the budgeting process department goals and objectives are formulated. The capital budget is based on the operating budget, capital requests and facilities plans that are prioritized from the operating budget, academic plan and department goals and objectives.

These plans are the guide to VCC achieving its short, medium and long term goals.



The diagram below shows the time line for the development of the Integrated College Plan:



### PHASE I and II – Planning/Input and Planning

- ▶ Identify key post-secondary trends that are seen as important factors that will need to be taken into consideration in the planning process
- ▶ VPs meet with academic and operational departments to discuss challenges and opportunities to help determine initiatives for the coming year
- ▶ Leadership team meetings are held to start discussion on the goals, objectives and initiatives for the coming year
- ▶ 5-year rolling academic planning process is initiated
- ▶ Senior Executive has strategic sessions with constituency groups to talk about the upcoming year
- ▶ Enrolment planning process starts
- ▶ Board and Senior Executive planning session

### PHASE III – Plan Completion

- ▶ Finalize integrated consolidated goals, objectives and initiatives
- ▶ Academic plan is finalized
- ▶ First draft of the operating budget is prepared based on the enrolment plan
- ▶ First draft of the operating budget is presented to the Finance and Audit Committee of the Board
- ▶ Townhall meetings are held to present the first draft of the budget for both staff and students
- ▶ Integrated College Plan is developed

**PHASE IV – Communication**

- ▶ Final draft of the operating and capital budget is presented to the Finance and Audit Committee
- ▶ Final draft operating and capital budget is presented at Operations Council (OPSCO)
- ▶ Operating and capital budget is presented at Education Council (EDCO)
- ▶ Integrated College Plan final draft is presented to the Board for feedback
- ▶ Integrated College Plan is approved by the Board
- ▶ VPs meet with academic and operational departments to discuss the Integrated College Plan and operating and capital budgets
- ▶ Approved Integrated College Plan is posted on myVCC

**PHASE 5 – Ongoing Measurement**

- ▶ Consolidated goals, objectives and initiatives are monitored and updated regularly and posted on myVCC

## Budget Overview

The 2018-19 Budget is part of the integrated planning process. The main driver for the budget is the enrolment forecast that is built on the previous year's historical data and a review of current academic programming to determine future relevance and demand.

### Enrolment Headcount and Full Time Equivalent (FTE)

The table below shows the student headcount and FTEs breaking out domestic and international students separately.

STUDENT FTE BY SCHOOL	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	HEADCOUNT	ACTUAL FTE	HEADCOUNT	ACTUAL FTE	HEADCOUNT	ACTUAL FTE	HEADCOUNT	ACTUAL FTE	HEADCOUNT	ACTUAL FTE	HEADCOUNT	ACTUAL FTE
Centre for Continuing Studies	6,942	938.21	5,853	742.52	4,539	635.25	4,774	655.81	4,291	628.54	4,163	627.98
Centre for International Education	561	189.16	608	265.75	639	342.50	744	480.16	791	602.53	1,041	801.54
School of Arts & Sciences	9,503	3,587.35	9,489	3,526.39	7,635	2,887.22	5,032	2,094.26	5,070	1,941.20	5,171	1,894.95
School of Health Sciences	1,287	796.53	1,263	854.65	1,211	844.98	1,175	813.26	1,170	816.23	1,059	816.92
School of Hospitality ,Food Studies & Applied Business	1,747	1,233.18	1,615	1,164.33	1,379	1,007.83	1,330	1,027.47	1,175	917.44	1,000	753.92
School of Instructor Education	1,232	290.46	1,314	307.50	1,211	281.89	1,137	267.80	1,184	292.88	1,113	248.97
School of Trades, Technology & Design	986	863.37	1,046	967.78	998	951.54	995	917.70	1,034	955.13	989	931.22
<b>TOTAL</b>	<b>22,258</b>	<b>7,898.26</b>	<b>21,188</b>	<b>7,828.92</b>	<b>17,612</b>	<b>6,951.21</b>	<b>15,187</b>	<b>6,256.46</b>	<b>14,715</b>	<b>6,153.95</b>	<b>14,536</b>	<b>6,075.50</b>

## International FTE Enrolment in Centres and Schools

This table shows the international headcount and FTEs by school that totals the Centre of International Education in the table above.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 FORECAST
SCHOOL	ACTUAL FTE	ACTUAL FTE	ACTUAL FTE	ACTUAL FTE	ACTUAL FTE	FTE
School of Arts & Sciences	44.43	48.82	25.51	10.53	13.05	40.73
School of Health Sciences	1.84	6.53	8.86	6.36	6.36	7.76
School of Hospitality, Food Studies & Applied Business	102.77	141.24	197.24	305.92	367.13	460.53
School of Trades, Technology & Design	40.13	69.16	110.89	157.35	215.99	292.52
<b>TOTAL</b>	<b>189.17</b>	<b>265.75</b>	<b>342.50</b>	<b>480.16</b>	<b>602.53</b>	<b>801.54</b>

## 2018/19 Budget Assumptions

- Operating grant remains flat at \$44.6M
- Adult based education tuition free grant amount \$4.4M (included in tuition)
- Incremental funding of \$1.9M has been included in the Provincial Government Grants for the Economic Stability Mandate (ESM) for VCCFA and CUPE collective agreements
- ESM does not include step increase or increases in benefit costs
- Routine capital maintenance funding will be constant at \$308K
- Domestic and International tuition and mandatory fees increase of 2%
- Additional revenue to be generated from increased domestic student enrolment \$3.0M
- Additional revenue to be generated from increased international student enrolment \$3.8M
- Language Instruction for Newcomers to Canada (LINC) program revenue reduction of 6% as per the new three year contribution agreement
- Only existing revenue contracts are budgeted
- Technology refresh operating lease increase of \$500K (for a total of \$900K including 2017/18 leasing amount)
- 1.5% salary increases have been forecasted for faculty and CUPE as per the collective agreement
- 1.5% increase forecasted for administration staff
- Step salary increases for staff and faculty estimated to be \$500,000 (and is not covered under the ESM)
- All vacant and new positions will be filled effective April 1, 2018 and any new positions budget have different start dates throughout the fiscal year
- Contingency of \$1.0M budgeted



## 2018/19 Enrolment FTE Budget – Compared to 2017/18 FTE Forecast

This table shows the 2018/19 budgeted FTE compared to forecast and prior year actual:

TOTAL STUDENT FTE BY SCHOOL	2018-19 BUDGET	2017-18 FORECAST	2016-17 ACTUAL
Centre for Continuing Studies	627.98	627.98	628.54
Centre for International Education	878.68	801.54	602.53
School of Arts & Sciences	2,037.23	1,894.95	1,941.20
School of Health Sciences	924.25	816.92	816.23
School of Hospitality, Food Studies & Applied Business	914.02	753.92	917.44
School of Instructor Education	236.50	248.97	292.88
School of Trades, Technology & Design	1,115.16	931.22	955.13
<b>TOTAL</b>	<b>6,733.82</b>	<b>6,075.50</b>	<b>6,153.95</b>

## 2018/19 Separate Domestic and International Tuition Revenue Budget - Compared to 2017/18 Forecast and 2016/17 Actual

The following table presents a breakdown of domestic revenue separate from revenue generated from international education.

SCHOOL	2018/19 BUDGET	2017/18 FORECAST	VARIANCE FAVOURABLE/ (UNFAVOURABLE)	2016/17 ACTUAL PRIOR YEAR	VARIANCE FAVOURABLE/ (UNFAVOURABLE)
Centre for Continuing Studies	3,212,810	3,231,732	(18,922)	3,331,256	(118,446)
Centre for International Education	15,603,879	11,733,788	3,870,091	8,996,502	6,607,377
School of Arts & Sciences	6,238,936	4,724,143	1,514,793	4,988,418	1,250,518
School of Health Sciences	4,299,756	3,825,457	474,299	3,720,080	579,676
School of Hospitality, Food Studies & Applied Business	2,333,380	2,047,140	286,240	2,356,477	(23,097)
School of Instructor Education	869,894	880,481	(10,587)	943,084	(73,190)
School of Trades, Technology & Design	2,770,569	2,005,499	765,070	1,997,626	772,943
<b>TOTAL</b>	<b>35,329,224</b>	<b>28,448,240</b>	<b>6,880,984</b>	<b>26,333,443</b>	<b>8,995,781</b>

## 2018/19 International Tuition Revenue Budget – Compared to 2017/18 Forecast and 2016/17 Actual

The following revenue breakdown is the amount of international revenue by school that is shown in the table above.

SCHOOL	2018/19 BUDGET	2017/18 FORECAST	VARIANCE FAVOURABLE/ (UNFAVOURABLE)	2016/17 ACTUAL PRIOR YEAR	VARIANCE FAVOURABLE/ (UNFAVOURABLE)
Centre for Continuing Studies	0	86,492	(86,492)	87,202	(87,202)
School of Arts & Sciences	387,511	498,418	(110,907)	323,208	64,303
School of Health Sciences	102,465	143,915	(41,450)	102,016	449
School of Hospitality, Food Studies & Applied Business	9,995,209	6,670,365	3,324,844	5,253,886	4,741,323
School of Instructor Education	258	4,521	(4,263)	21,596	(21,338)
School of Trades, Technology & Design	5,118,436	4,330,078	788,358	3,208,594	1,909,842
<b>TOTAL</b>	<b>15,603,879</b>	<b>11,733,788</b>	<b>3,870,091</b>	<b>8,996,502</b>	<b>6,607,377</b>

## 2018/19 Combined Domestic and International Tuition Revenue Budget - Compared to 2017/18 Forecast and 2016/17 Actual

This table combines both domestic and international revenue by school.

SCHOOL	2018/19 BUDGET	2017/18 FORECAST	VARIANCE FAVOURABLE/ (UNFAVOURABLE)	2016/17 ACTUAL PRIOR YEAR	VARIANCE FAVOURABLE/ (UNFAVOURABLE)
Centre for Continuing Studies	3,212,810	3,318,224	(105,414)	3,418,458	(205,648)
School of Arts & Sciences	6,626,447	5,222,561	1,403,886	5,311,626	1,314,821
School of Health Sciences	4,402,221	3,969,372	432,849	3,822,096	580,125
School of Hospitality, Food Studies & Applied Business	12,328,589	8,717,505	3,611,084	7,610,363	4,718,226
School of Instructor Education	870,152	885,002	(14,850)	964,680	(94,528)
School of Trades, Technology & Design	7,889,005	6,335,577	1,553,428	5,206,220	2,682,785
<b>TOTAL</b>	<b>35,329,224</b>	<b>28,448,240</b>	<b>6,880,984</b>	<b>26,333,443</b>	<b>8,995,781</b>

## Statement of Operations

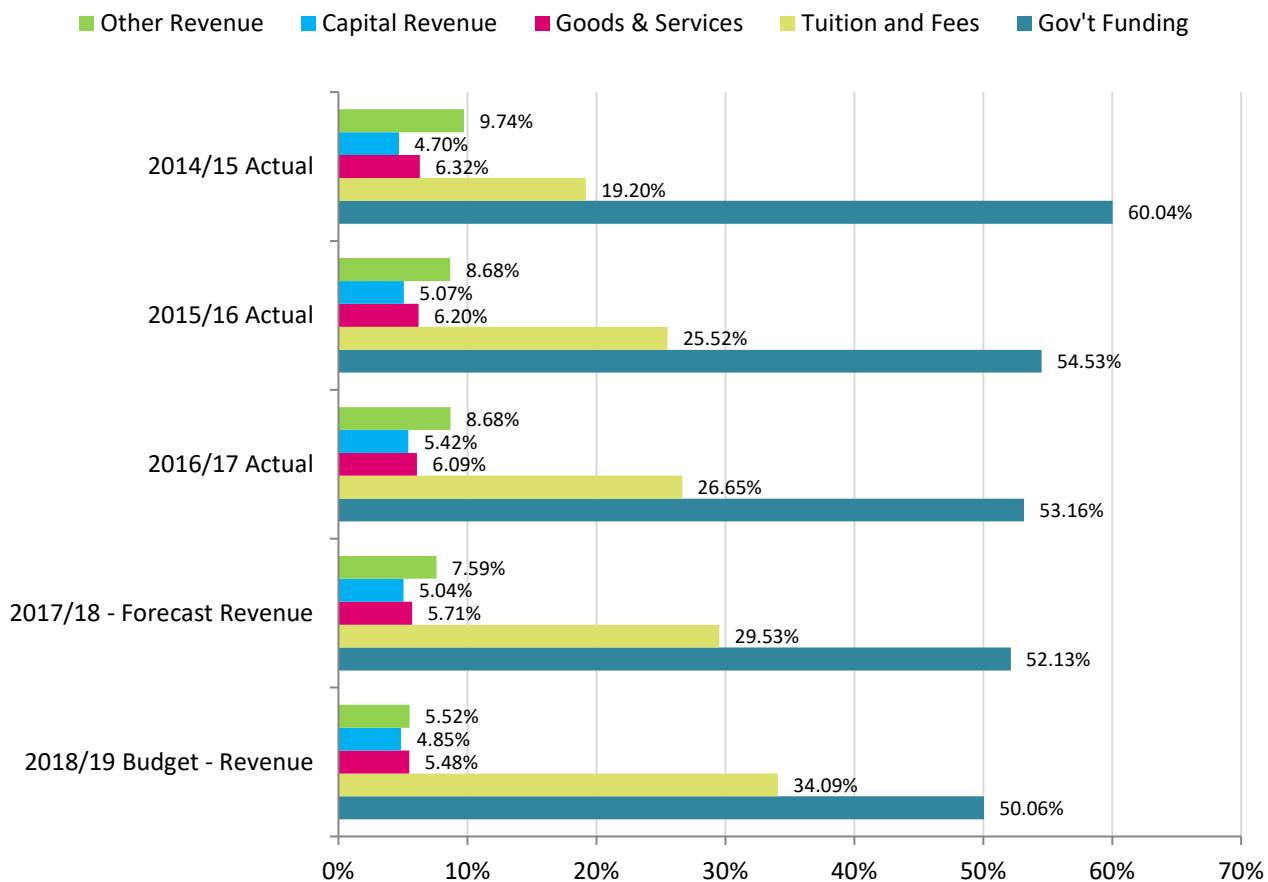
### 2018/19 Budget – Compared to 2017/18 Forecast and 2016/17 Actual

Based on the 2018/19 budget assumptions the Statement of Operations below is compared to the 2017/18 forecast and prior year actuals.

(IN \$ THOUSANDS)	2018/19 BUDGET	2017/18 FORECAST	VARIANCE FAVOURABLE / (UNFAVOURABLE)	2016/17 ACTUALS
Province of B.C. Grants	55,242	54,472	770	53,620
Adult upgrading grant (AUG)		1,042	(1,042)	2,922
Sales of goods and services	6,308	6,066	241	6,478
Tuition and student fees	37,916	30,771	7,145	28,346
Other grants, fees & contract services	4,280	5,543	(1,263)	6,661
Miscellaneous income	1,507	2,742	(1,235)	1,940
Donation income (Foundation Related)	520	548	(28)	481
Amortization of deferred capital contribution	5,820	5,291	529	5,768
Investment income	200	246	(46)	157
<b>REVENUES</b>	<b>111,792</b>	<b>106,722</b>	<b>5,070</b>	<b>106,373</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>80,211</b>	<b>75,694</b>	<b>(4,516)</b>	<b>73,409</b>
Supplies and general expenses	7,810	7,116	(694)	6,416
Adult upgrading grant (AUG)/financial aid		1,042	1,042	2,922
Bursary/Scholarship (Foundation related)	520	548	28	481
Professional fees	3,037	2,540	(497)	2,718
Building and telecom	6,685	6,606	(79)	6,234
Cost of Goods Sold	3,897	3,790	(107)	4,390
Depreciation Expense	9,632	8,397	(1,236)	8,918
<b>OPERATING EXPENSES</b>	<b>31,581</b>	<b>30,039</b>	<b>1,542</b>	<b>32,079</b>
<b>TOTAL EXPENSES</b>	<b>111,792</b>	<b>105,733</b>	<b>6,058</b>	<b>105,488</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>-</b>	<b>988</b>	<b>(988)</b>	<b>885</b>

### 5-YEAR-OVER-YEAR REVENUE COMPARISON

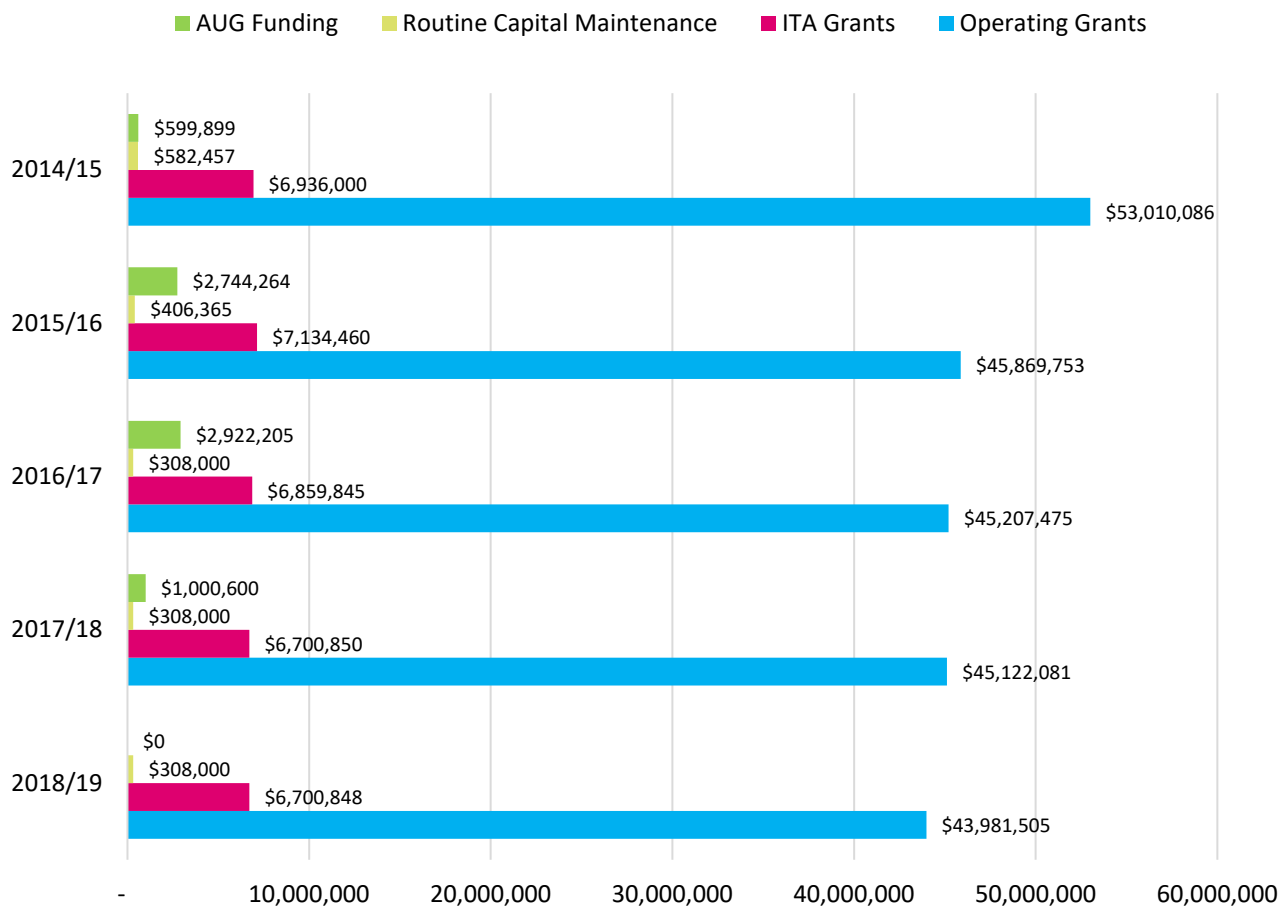
The following graph illustrates the revenue breakdown by category year-over-year for a five year period:



\* Other revenue includes contract, misc and investment income

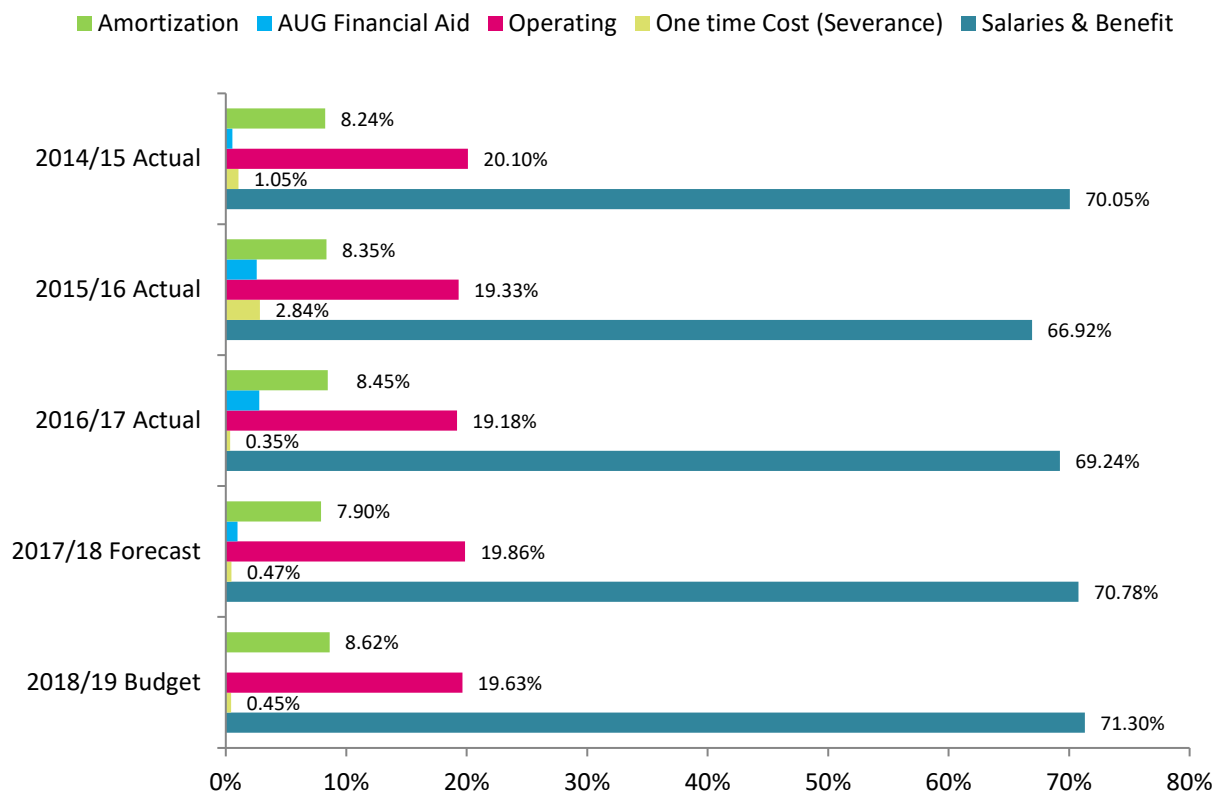
### 5-YEAR-OVER-YEAR GOVERNMENT FUNDING

The following graph shows the breakdown of government funding by different sources year-over-year for a five year period:



### 5-YEAR-OVER-YEAR EXPENSE COMPARISON

The following graph illustrates the expense breakdown by category year-over-year for a five year period:



## Statement of Financial Position

Based on the 2017/18 forecast and 2018/19 budget the statement of financial position and cash flow are highlighted in the tables below.

<b>AS AT MARCH 31, 2018</b>	<b>BUDGET 2019</b>	<b>BUDGET 2018</b>	<b>BUDGET 2017</b>
Cash and cash equivalent	18,926	19,062	16,137
Due from Province of BC	1,506	1,506	1,188
Accounts receivable	1,556	1,556	2,027
Inventories for resale	808	808	808
Investments	238	238	238
<b>TOTAL</b>	<b>23,034</b>	<b>23,170</b>	<b>20,398</b>
Accounts payable	11,214	11,214	12,707
Due to Province of BC	210	210	152
Employee future benefits	1,699	1,699	1,699
Deferred tuition	7,170	7,170	5,561
Deferred revenue	4,969	4,969	2,824
Deferred capital contribution	72,045	75,350	78,625
Capital Lease	9,127	9,125	8,096
<b>TOTAL</b>	<b>106,434</b>	<b>109,737</b>	<b>109,664</b>
<b>NET DEBT</b>	<b>(83,400)</b>	<b>(86,567)</b>	<b>(89,266)</b>
Tangible capital assets	101,835	105,002	106,930
Inventories held for use	91	91	113
Prepaid expenses	171	171	263
<b>TOTAL</b>	<b>102,097</b>	<b>105,264</b>	<b>107,306</b>
<b>ACCUMMULATED SURPLUS</b>	<b>18,697</b>	<b>18,697</b>	<b>18,040</b>

## Statement of Financial Position and Cash Flow

AS AT MARCH 31, 2018 CASH PROVIDED BY (USED IN):	BUDGET 2019	BUDGET 2018	BUDGET 2017
<b>OPERATIONS:</b>			
Cash and cash equivalents, beginning of year	19,062	16,137	15,841
Annual Surplus (Deficit)	-	657	885
<b>Items not involving cash:</b>			
Amortization of tangible capital assets	9,632	8,351	8,918
Revenue recognized from deferred capital contribution	(5,820)	(5,291)	(5,768)
Change in employee future benefits	-	-	4
<b>Change in non-cash operating working capital:</b>			
(Increase) decrease inventories for resale	-	-	(4)
(Increase) decrease accounts receivable	-	153	(152)
(Decrease) increase accounts payable	-	(1,435)	(1,567)
(Decrease) increase deferred tuition	-	1,609	391
(Decrease) increase deferred revenue	-	2,145	(1,145)
(Increase) decrease non-cash operating work capital	-	114	(113)
<b>CAPITAL ACTIVITIES:</b>			
(Acquisition) of tangible capital assets	(6,465)	(6,423)	(4,748)
<b>FINANCING ACTIVITIES:</b>			
(Decrease) increase in capital lease	2	1,029	825
Deferred capital contributions received	2,515	2,016	2,770
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>18,926</b>	<b>19,062</b>	<b>16,137</b>

## Assumptions

- \$6.4M in capital additions are projected and is funded as follows:
  - \$2.6M AEST funding for major routine capital
  - \$3.0M VCC internal capital funding
  - \$1.0M from operations for capital technology leases
- Deferred tuition and deferred revenue have increased due to higher enrolment and are restricted



## Five-Year Financial Outlook

As VCC looks to the future, a 5-year financial and enrolment projection has been prepared and summarized in the tables below. Projections are based on the 5-year academic plan and emerging trends. The projection highlights potential areas of growth in both domestic and international programs. Revenue is expected to grow from \$107 million in 2017/18 to \$131 million in 2022/23. In terms of full-time-equivalent (FTE) enrolment, the number is expected to grow from 6,057 in 2017/18 to 9,679 in 2022/23 and enrolment head count from 14,536 students in 2017/18 to 21,532 in 2022/23.

(IN \$ THOUSANDS)	2017/18 FORECAST	2018/19 BUDGET	2019/20	2020/21	2021/22	2022/23	COMMENTS
Province of B.C. Grants	54,472	55,242	55,891	56,183	56,183	56,183	Assumes the Provincial Grant and ITA funding is the same; additional technology related funding included from 19/20
Adult upgrading grant (AUG)	1,042	-	-	-	-	-	Provincial funding model change
Sales of goods and services	6,066	6,308	6,434	6,562	6,694	6,828	2% increase
Tuition and student fees	30,771	37,916	41,848	46,159	50,690	55,831	Assumes that the tuition and fees will be increased by 2% with increased enrolment in some programs
Other grants, fees & contract services	5,543	4,280	4,408	4,672	5,023	5,400	26% increase over 5 years
Miscellaneous income	2,742	1,507	1,522	1,537	1,552	1,568	1% increase
Donation income (Foundation related)	548	520	525	530	536	541	1% increase
Amortization of deferred capital contribution	5,291	5,820	5,937	6,055	6,237	6,486	2% - 4% increase
Investment income	246	200	202	204	206	208	1% increase
<b>REVENUES</b>	<b>106,722</b>	<b>111,792</b>	<b>116,767</b>	<b>121,904</b>	<b>127,121</b>	<b>133,045</b>	
<b>SALARY AND BENEFIT EXPENSES</b>	<b>75,694</b>	<b>80,211</b>	<b>83,461</b>	<b>87,359</b>	<b>91,070</b>	<b>95,761</b>	1.5% pay increase for Faculty, CUPE & Admin plus added faculty salaries to reflect additional course offerings
Supplies and general expenses	7,116	7,810	7,888	7,967	8,047	8,127	1% increase
Adult upgrading grant (AUG)/ financial aid	1,042	-	-	-	-	-	
Bursary/scholarship	548	520	525	530	536	541	1% increase
Professional fees	2,540	3,037	3,295	3,570	3,850	4,168	1% increase and increased agent fees to reflect increased international tuition revenues
Building and telecom	6,606	6,685	6,752	6,672	6,738	6,806	1% increase
Cost of Goods Sold	3,790	3,897	3,989	4,069	4,150	4,233	62% of revenue
Depreciation expense	8,397	9,632	10,229	10,831	11,089	11,600	Increased due to IT Capital Lease and other VCC funded capital investments
<b>OPERATING EXPENSES</b>	<b>30,039</b>	<b>31,581</b>	<b>32,678</b>	<b>33,638</b>	<b>34,410</b>	<b>35,475</b>	
<b>TOTAL EXPENSES</b>	<b>105,733</b>	<b>111,792</b>	<b>116,139</b>	<b>120,998</b>	<b>125,480</b>	<b>131,236</b>	
<b>NET SURPLUS (DEFICIT)</b>	<b>988</b>	<b>-</b>	<b>628</b>	<b>906</b>	<b>1,641</b>	<b>1,809</b>	

\* International tuition revenue increases 80% in the 22/23 based on the 1819 budget

\* International tuition is increased from \$15.6M to \$28M in 5 years

## 5-YEAR REVENUE PROJECTIONS

The following table shows the 5-year revenue projections by school based on the 5-year academic plan and emerging trends. Domestic and international revenue is broken out separately. The Centre of International Education includes all the international revenue for all the schools, whereas the other centres and schools only reflect domestic revenue.

SCHOOL	2017/18 FORECAST	2018/19 BUDGET	2019/20	2020/21	2021/22	2022/23
Centre for Continuing Studies	3,231,732	3,212,810	3,373,451	3,575,858	3,790,409	4,017,834
Centre for International Education	11,733,788	15,603,879	18,453,350	21,469,830	24,527,133	28,019,797
School of Arts and Science	4,724,143	6,238,936	6,426,104	6,683,148	6,983,890	7,298,165
School of Health Sciences	3,825,457	4,299,756	4,471,746	4,695,334	4,977,054	5,275,677
School of Hospitality, Food Studies and Applied Business	2,047,140	2,333,380	2,426,715	2,548,051	2,700,934	2,889,999
School of Instructor Education	880,481	869,894	895,991	940,790	997,238	1,067,044
School of Trades, Technology and Design	2,005,499	2,770,569	2,881,392	3,025,461	3,176,734	3,367,338
<b>TOTAL</b>	<b>28,448,240</b>	<b>35,329,224</b>	<b>38,928,749</b>	<b>42,938,472</b>	<b>47,153,392</b>	<b>51,935,855</b>

## 5-YEAR FULL TIME EQUIVALENT (FTE) ENROLMENT PROJECTIONS

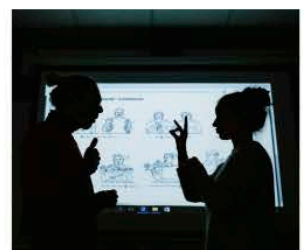
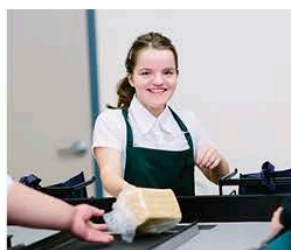
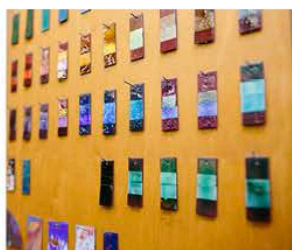
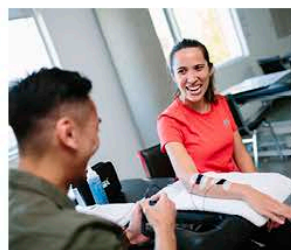
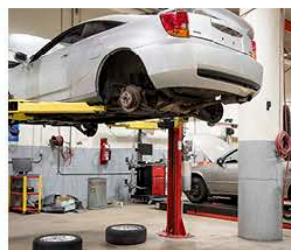
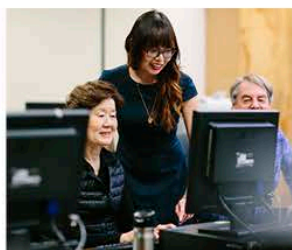
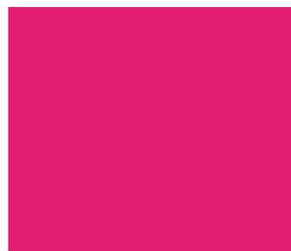
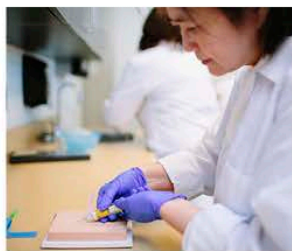
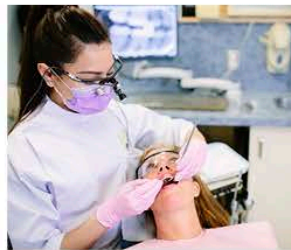
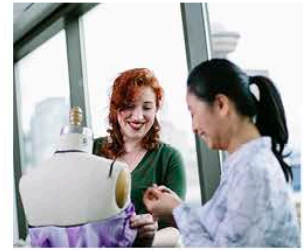
The table below presents the 5-year FTE enrolment projections by school based on the 5-year academic plan.

SCHOOL	2017/18 FORECAST	2018/19 BUDGET	2019/20	2020/21	2021/22	2022/23
Centre for Continuing Studies	627.98	624.30	643.14	668.87	695.62	723.45
Centre for International Education	801.54	1,065.91	1,260.56	1,441.40	1,617.83	1,815.85
School of Arts and Science	1,894.95	2,502.56	2,527.59	2,578.14	2,642.60	2,708.66
School of Health Sciences	816.92	918.21	936.57	964.67	1,003.25	1,043.38
School of Hospitality, Food Studies and Applied Business	753.92	859.34	876.52	902.82	938.93	985.88
School of Instructor Education	248.97	245.98	248.44	255.89	266.12	279.43
School of Trades, Technology and Design	931.22	1,286.47	1,312.20	1,351.56	1,392.11	1,447.79
<b>TOTAL</b>	<b>6,075.50</b>	<b>7,502.76</b>	<b>7,805.01</b>	<b>8,163.35</b>	<b>8,556.47</b>	<b>9,004.45</b>

## 5-YEAR HEADCOUNT ENROLMENT PROJECTIONS

The table below presents the 5-year headcount enrolment projections by school based on the 5-year academic plan. Headcount is discrete by school.

SCHOOL	2017/18 FORECAST	2018/19 BUDGET	2019/20	2020/21	2021/22	2022/23
Centre for Continuing Studies	4,163	4,139	4,263	4,433	4,611	4,795
Centre for International Education	1,041	1,384	1,637	1,872	2,101	2,358
School of Arts and Science	5,171	6,829	6,897	7,035	7,211	7,391
School of Health Sciences	1,059	1,190	1,214	1,251	1,301	1,353
School of Hospitality, Food Studies and Applied Business	1,000	1,140	1,163	1,197	1,245	1,308
School of Instructor Education	1,113	1,100	1,111	1,144	1,190	1,249
School of Trades, Technology and Design	989	1,366	1,394	1,435	1,478	1,538
<b>TOTAL</b>	<b>14,536</b>	<b>17,148</b>	<b>17,678</b>	<b>18,368</b>	<b>19,137</b>	<b>19,992</b>



## Capital Investment

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A major challenge for VCC is the funding needed for capital infrastructure projects both in the short, medium and long term. In order to continue to meet changing curriculum and a diverse student population, VCC's facilities require a significant investment. Many spaces are not conducive to current program delivery, and require reconfiguration to appropriately support curriculum and improve efficiencies. Furthermore, program growth and the evolution of technology are driving additional space and building system requirements. The college needs inherent flexibility to support evolving pedagogy, emerging programs and future curriculum.

However, there continues to be many competing capital priorities vying for limited capital funding. This includes both the upgrade and renewal of equipment and the need to improve and renovate space at both campuses. Funding for capital projects come from two sources, the Ministry of Advanced Education, Skills and Training ("Ministry") and VCC internal capital generated from operations.

Through the IT technology leasing program the college has entered into, with CSI Leasing Canada Ltd. a few of years ago, much of the computer hardware and classroom technology that has reached the end of its life cycle is being replaced and upgraded. The IT leasing program means equipment is refreshed at the end of its life cycle, thereby enabling the college to utilize current technology and mitigate the risk of IT obsolescence. However, there remains great demand for software and other hardware to improve system efficiencies and to support new or renewed programing that is not covered under the leasing program. This also puts pressure on the limited annual capital available.

### VCC INTERNAL CAPITAL

An integral part of the annual budgeting cycle includes developing a capital plan. Capital requests are submitted by various departments and from there priorities are established. In 2018/19 VCC will allocate \$3.0M in funding towards classrooms, facilities improvements, library, furniture and equipment and for IT projects that are not covered under the tech refresh leasing program.

The college develop a short term multi-year plan in order to prioritize how the limited capital funding will be allocated. Many space related projects require an 18-month lead time in order to accommodate the planning and procurement process.

### MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING (AEST)

The Ministry provides funding envelopes for what they classify as major routine capital, minor routine capital and a carbon neutral capital program. This funding allocation is based on a funding formula that utilizes the post-secondary institutions' VFA Canada Corporation assessment data. VFA Canada Corporation is a leading provider in facilities capital planning and asset management, and was retained by the Ministry a number of years ago to provide a facilities condition assessment for all B.C. post-secondary institutions' buildings in order to optimize long term facilities investment planning.

Under the AEST routine capital program, funding is made available for priority projects that address maintenance and rehabilitation as well as upgrade and renovation. These types of projects include:

- Life safety and occupational health risk
- Environmental risk and greenhouse gas reduction
- Deferred maintenance
- Facility functionality and accessibility
- Operational efficiency and cost reduction

The Ministry formula requires that VCC contribute 5% of the overall capital project cost funding. The Ministry funding envelope is shown in the chart below.

<b>FUNDING SOURCE</b>	<b>2018/19 (*NOTIONAL)</b>	<b>VCC FUNDING CONTRIBUTION</b>
Major Routine Capital	2,515,000	5%
Minor Routine Capital	308,000	n/a
Carbon Neutral Capital Program	70,312	5%

\* Requires AEST approval



# Campus Master Plan

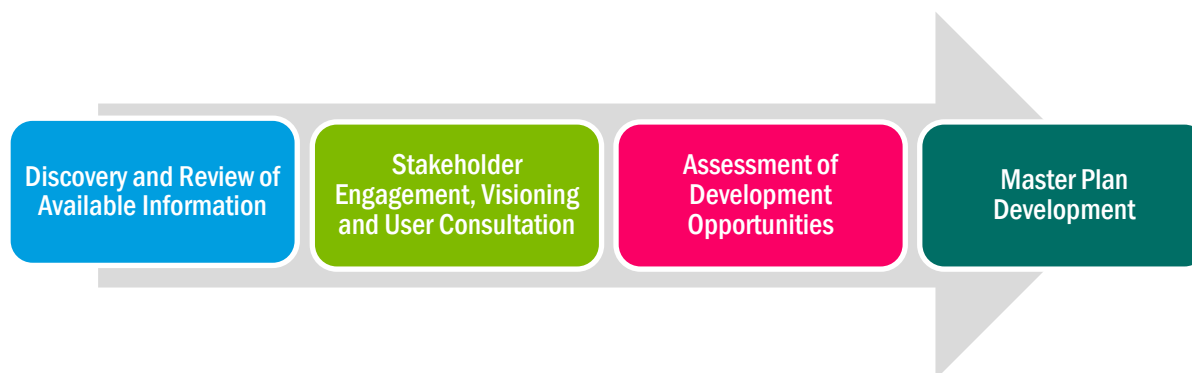
VCC will complete a Campus Master Planning process over the next 18 months to establish a long-term development strategy for the college. The master planning process will identify, clarify and shape the long-term vision for the Broadway and Downtown campuses. With a 20-year lens, the master plan will open doors to the future of the college through investigations into campus and program impacts related to emerging opportunities with technology, retail integrations and employer linkages, while staying true to its unique identity and history. It must garner support from the entire and diverse campus community and will ultimately attain success and acceptance by focusing on the key features and context that make VCC a unique college.

Once completed, the master plan will ensure current needs are met, proactively anticipate long-range needs, enhance the quality of academic life and support the implementation of VCC’s strategic objectives.

VCC has engaged Partnerships British Columbia Inc. (“Partnerships BC”) to manage the consultant selection process for this project. Partnerships BC was established by the Province of British Columbia to support the public sector by providing leadership, expertise and consistency in the procurement of complex capital projects by utilizing private sector innovation, services and capital solutions.

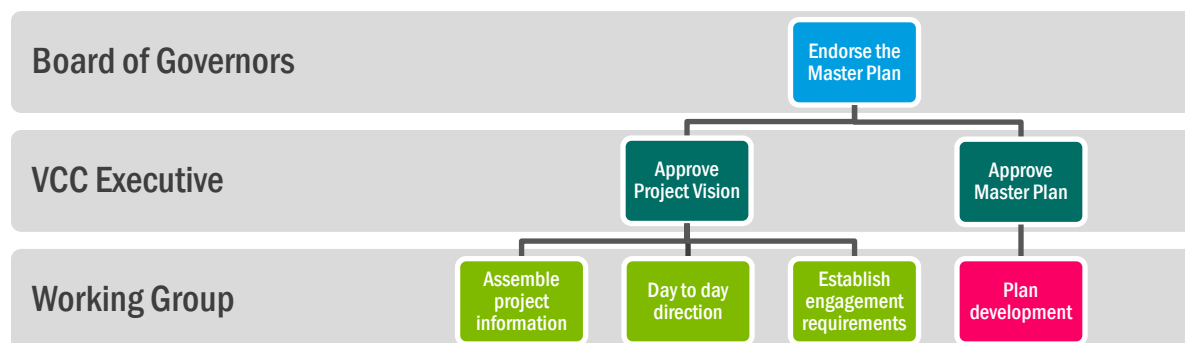
Once the Master Plan consultant has been chosen the phases of the project are outlined as follows:

## PROJECT PHASES



## DECISION MAKING FRAMEWORK

VCC will interact with the Master Plan consultant on a variety of levels, anticipated as follows:





**Primary point of contact**

VP Administration, CFO and Business Development will be the main point of contact for the Master Plan consultant. They will be included in all phases, aspects and communication required to undertake the work.

**Project Working Group**

This group will meet regularly with the Master Plan consultant, participate in visioning sessions, provide member lists and information to the consultant for engagement and user consultation meetings and provide regular direction and feedback throughout the contract term, through all project phases.

**Executive Steering Committee**

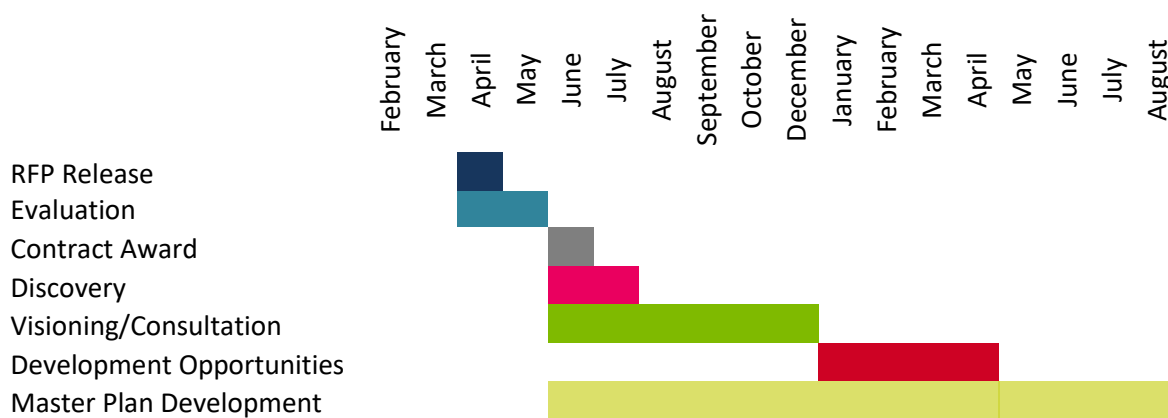
The Executive Steering committee will be responsible for major project approvals.

**Board of Governors**

The Board will require an interim report and presentation, providing a status update and indicating work completed, as well as presentation of the final comprehensive plan for endorsement.

**TENTATIVE TIMELINE**

The tentative timeline, which is subject to the proponent’s proposed work plan is as follows:



## Ministry of Advanced Education, Skills and Training – 5-Year Capital Plan Submission

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Each year the Ministry of Advanced Education, Skills and Training (AEST) requests 5-Year Capital plan submissions from all public post-secondary institutions. The most recent submission was for the period of 2018/19 to 2022/23 and identified each institution's capital project priorities. This enables AEST to develop a capital priorities plan should government funding become available. For the next submission that will be due in the June – August 2018 timeframe, the college will be adding one new request to what has previously been submitted and that will be funding for the Dental Clinic Training Space Renewal project.

There are three categories that have been identified by AEST:

- Category 1 - New Priority
- Category 2 - Whole Assets Replacement and Renewal
- Category 3 - Student Housing (*new category this year*)

VCC has submitted five project proposals for consideration, all in Category 2, and are as follows:

1. Culinary Arts Training Space Renewal – total project cost \$11.6M
2. Automotive Trades Training Space Expansion – total project cost \$16.5M
3. Dental Clinic Training Space Renewal - total project cost \$16.5M
4. Laboratory and Training Space Renewal – total project cost \$5.3M
5. Building Envelope Renewal – BWYA – total project cost \$16.5M

Projects that are approved would be funded 95% by AEST and the remaining 5% would be funded by the institution.

### **CULINARY ARTS TRAINING SPACE RENEWAL - \$11.6 MILLION**

The Culinary Arts and Baking & Pastry programs at VCC are the largest in the province and support the hospitality and tourism industries. VCC culinary and baking programs lead to Professional Cook and Baker Red Seal certifications. The programs offered are in demand and the professions are listed in the *British Columbia Labour Market Outlook: 2017 Edition*. Currently, Baking & Pastry Arts is on the provincial critical seat list with an 18 month waitlist at VCC.

These programs are currently housed in the Pender wing of the Downtown campus which was originally constructed in 1948. The spaces associated with these programs largely have not been upgraded since the 1980's and do not meet the scale or design of facilities for the specialized training required to meet contemporary industry needs.

Although many pieces of equipment have been replaced under the Ministry's Skills Training program, the kitchen, lab spaces and infrastructure associated with these programs have not been upgraded to match. Equipment layouts are based on traditional food service concepts which no longer reflect the new curriculum and program outcomes. This project would update program areas for the culinary department, including the student run server areas, and the Baking and Pastry Arts labs.

## **AUTOMOTIVE TRADES TRAINING SPACE EXPANSION - \$16.5 MILLION**

The Automotive Trades training programs at VCC are some of the largest and most diverse suite of programs offered in Western Canada. For the past two years in a row VCC has been recognized by the Consumer Choice Awards as the best trade school in Vancouver. VCC offers a full slate of automotive training – from foundation to Red Seal apprenticeships – and is the only institution that provides Red Seal levels in all the automotive trades.

The automotive programs at VCC train automotive technicians, auto collision and auto refinishing specialists, all of which are considered in-demand trades in B.C. and are among the top 25 jobs requiring college or apprenticeship training in *British Columbia Labour Market Outlook: 2017 Edition*. These trades are also on the provincial critical seat list.

Current enrolment at VCC is at capacity. Based on a 2016 functional programming study conducted, VCC requires 30% more space to properly accommodate current program demand and 80% more space to accommodate current and future programming demand.

All programs are located at the Broadway “A” building at the Broadway campus. Broadway “A” was constructed in 1982. To accommodate growth in demand, VCC needs to redistribute and reconfigure existing space to meet the evolving specialized needs of the automotive trades. Renewed facilities would also allow VCC to participate in applied research and expanded programming to maintain alignment with industry needs.

## **DENTAL CLINIC TRAINING SPACE RENEWAL - \$16.5 MILLION**

VCC is the only public college in British Columbia to offer Dental Technology and Denturist programs. Significant changes have been made to both of these programs over the past few years in response to industry needs and changing technology in these fields. As a result, there is a need to expand and upgrade the existing dental labs, offices and the Dental Clinic.

The aging demographics of Dental Technologists and Denturists imply a need to educate and train more people and produce more graduates who meet current standards. The Program Advisory Committees have asked VCC to offer these programs every year, instead of every second year. With increased program length and an increased number of students, the existing dental spaces are inadequate. There is a desperate need to increase the capacity in the dental labs and in the Dental Clinic.

The Curriculum Advisory Committee of the Denturist Association of BC (accrediting body) identified that VCC must make some significant changes to the dental spaces in order to achieve ongoing accreditation. They have outlined our need to modify and expand our Dental spaces including a larger, or additional Dental Clinic and improve and expand the existing lab and office spaces. The dental labs need major upgrades and expansion to ensure safe and efficient practices that model those of industry.

### **LABORATORY AND TRAINING SPACE RENEWAL - \$5.3 MILLION**

VCC has been experiencing increased enrolment in University Transfer (UT) and College Foundations (CF) programming particularly in Lab and Computer Sciences. In order to meet demand, VCC needs to upgrade and enlarge laboratories and related training space to meet demand.

Upon successful completion of the UT programs, students gain transfer credits to enter the second year of the SFU Engineering and Computer Science degree programs. The UT and CF programs are housed at Broadway “A” at the Broadway campus. There have not been any significant upgrades to these labs since the campus was constructed in 1982.

### **BROADWAY “A” BUILDING ENVELOPE RENEWAL - \$16.5 MILLION**

The Broadway “A” campus consists of multi-level reinforced concrete structure buildings with steel stud exterior wall assemblies. The exterior walls are face sealed stucco with single glazing in aluminum frames. After 35 years the building envelope is beyond its expected service life and is showing signs of deterioration.

This project would include replacement of existing face seal stucco and steel stud wall assembly with new exterior insulated rainscreen wall assembly including integration details and an allowance for the repair of corroded steel studs. In addition, replacement of existing windows and skylights with new thermally aluminum framed, insulated glass sealed units and a new pressure plate system framed skylights would be part of the project.

## Risk Assessment/Mitigation

In the context of the 2018/19 Integrated College Plan and the 2018/19 Budget, VCC recognizes that there is risk associated with achieving these plans as well as opportunity. The following are the high level risks and opportunities that have been identified:

### RISK RATING

L	Low
M	Medium
H	High

RATING	RISK	MITIGATION
L	Government funding constraints	<ul style="list-style-type: none"> <li>■ Increase revenue from other sources such as continuing studies, contract training, international students and strategic partnerships</li> </ul>
L	Below-target enrolment compared to plan	<ul style="list-style-type: none"> <li>■ Ongoing monitoring of enrolments by deans, department heads and leadership</li> <li>■ Address soft enrolment by target marketing and increase in student recruitment efforts</li> <li>■ Ongoing monitoring of global events and domestic policy to inform decisions that would minimize the impact on international enrolment</li> </ul>
L	Decrease in ITA funding	<ul style="list-style-type: none"> <li>■ Ongoing monitoring of enrolments</li> <li>■ Maintain proactive relationship with ITA to ensure any changes in funding formula is known in advance</li> <li>■ Ensure program curriculum meets ITA expectations</li> </ul>
L	2018/19 financial targets not realized	<ul style="list-style-type: none"> <li>■ Strong emphasis on budgeting process and establishing realistic budgets</li> <li>■ Monthly financial review and forecasting</li> <li>■ Comprehensive monthly cost analysis</li> <li>■ Reduce manual processes by streamlining, automating and continuous improvement to create efficiencies</li> </ul>
L	Faculty Association and CUPE labour relations	<ul style="list-style-type: none"> <li>■ Foster favourable relations with bargaining units</li> </ul>
L	Program delivery meeting changing students' expectations	<ul style="list-style-type: none"> <li>■ Monitor engagement of Program Advisory Committees (PACs)</li> <li>■ Monitor enrolment reports</li> <li>■ Student surveys</li> <li>■ Develop an education technology strategy, expand online program delivery, international programming and build flexibility in programs</li> <li>■ Keep in regular contact with Student Union (SUVCC) executive</li> </ul>

RATING	RISK	MITIGATION
L	Reputation management	<ul style="list-style-type: none"> <li>Develop an internal and external communication strategy</li> </ul>
M	Board succession	<ul style="list-style-type: none"> <li>Develop a succession plan to address Board skills requirements prior to individual term expiry or resignations and continue to work with government to find suitable candidates</li> </ul>
M	Management succession	<ul style="list-style-type: none"> <li>Develop a succession plan for key positions within the college</li> <li>Continue to provide career development training opportunities and mentoring</li> </ul>
M	Government relations – awareness of VCC	<ul style="list-style-type: none"> <li>Significant and sustained outreach to government representatives, in AEST and other Ministries</li> <li>Ensure there is government awareness of the VCC mandate and priorities</li> </ul>
M	IT – Banner 9 software upgrade	<ul style="list-style-type: none"> <li>Steering committee and working group in place</li> <li>Continually monitor the project milestones</li> </ul>
M	IT - Security assessment	<ul style="list-style-type: none"> <li>Develop a cyber security plan to address vulnerabilities identified in the security assessment</li> </ul>
M	IT – Disaster recovery	<ul style="list-style-type: none"> <li>Develop a comprehensive disaster recovery plan</li> <li>Migrate more IT functionality to cloud based solutions</li> </ul>
M	Emergency response plan - roles and responsibilities clearly defined and communicated	<ul style="list-style-type: none"> <li>Update emergency preparedness and response plan and clearly identify roles and responsibilities</li> <li>Conduct training workshops on emergency response</li> </ul>
M	Aging capital infrastructure	<ul style="list-style-type: none"> <li>Develop a comprehensive space utilization plan</li> <li>Develop a long-term plan and strategy to address the infrastructure upgrades needed to meet the academic and enrolment plan</li> </ul>

### Opportunities associated with the 2018/19 Integrated College Plan

RATING	OPPORTUNITIES	STRATEGY
M	New revenue generating opportunities	<ul style="list-style-type: none"> <li>Identify strategic partnerships with both corporate and not-for-profit organizations that could result in new programming and contract training opportunities</li> </ul>
M	Leverage VCC Foundation fundraising to support college initiatives	<ul style="list-style-type: none"> <li>In collaboration with VCC Foundation establish fundraising campaign initiatives and set targets</li> <li>Reinvigorate alumni relations and turn more alumni into donors</li> </ul>

## 2018/19 Consolidated Goals

Through the integrated planning process, 2018/19 high level goals have been identified in the table below. These goals are in alignment with VCC's Key Success Drivers (KSD's). In addition, 2017/18 major accomplishments are summarized in Appendix A, and 2018/19 key priorities are summarized in Appendix B. Detailed 2018/19 goals, objectives and initiatives are highlighted in Appendix C and the 5-year academic plan can be found in Appendix D.

### KSD 1 – Educational quality

- Goal 1.1** – deliver a superior student educational experience
- Goal 1.2** – enhance instruction, instructional strategy and educational technology
- Goal 1.3** – deliver superior student services

### KSD 2 – Operational excellence

- Goal 2.1** – develop efficient systems and collaborative communication
- Goal 2.2** – ensure a safe student and working environment
- Goal 2.3** – maximize our campus facilities and resources
- Goal 2.4** – develop a high performing college team
- Goal 2.5** – review, develop, update and communicate policies

### KSD 3 – Financial stability and sustainability

- Goal 3.1** – implement our financial strategy
- Goal 3.2** – achieve our long-term growth strategy
- Goal 3.3** – grow our commercial services revenue and other revenue
- Goal 3.4** – develop a college infrastructure renewal plan

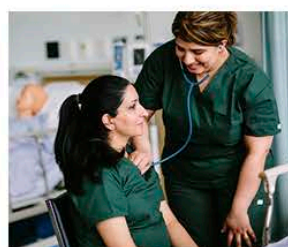
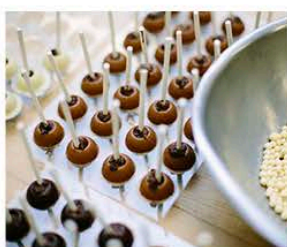
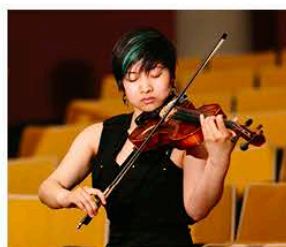
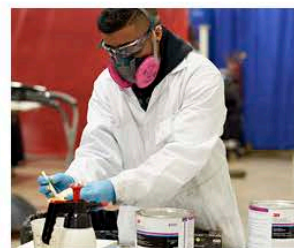
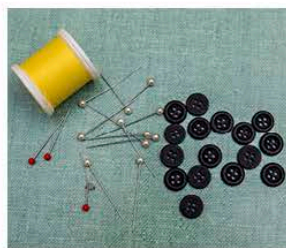
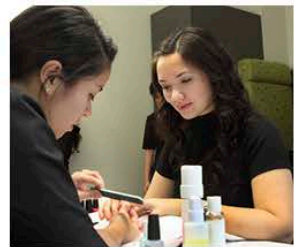
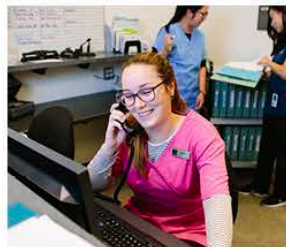
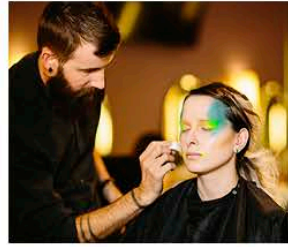
### KSD 4 – Reputational management

- Goal 4.1** – increase brand awareness
- Goal 4.2** – improve internal and external communications
- Goal 4.3** – improve student recruitment and retention processes

### KSD 5 – Business development

- Goal 5.1** – develop new partnerships and collaboration





## **Appendix A – 2017/18 Consolidated Goals and Objectives Accomplishments Summary**

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## 2017/18 MAJOR ACCOMPLISHMENTS

### KSD #1 – Educational Quality

Health Sciences	<ul style="list-style-type: none"> <li>■ Pre-Health Sciences program in development</li> <li>■ New Dental Hygiene degree in development</li> <li>■ Revised Denturist program in development</li> <li>■ Program review: Occupational/Physical Therapist Assistant(OTPA); Practical Nursing and Access to Practical Nursing</li> <li>■ New grid created for Academic English and English proficiency requirements</li> <li>■ Accreditation site visit preparation in progress for OPTA and Pharmacy Tech</li> </ul>
Trades, Technology & Design	<ul style="list-style-type: none"> <li>■ New Heavy Mechanical trades program for International students in development</li> <li>■ Visual Communications Design certificate and diploma; curriculum updates completed</li> <li>■ New Hairstylist apprenticeship Level 1 and 2 courses through governance and ready for launch in spring 2018</li> <li>■ CAD/BIM pursuing accreditation with Technology Accreditation Canada (TAC)</li> <li>■ New Computer Systems Technology (CST) 2 year diploma curriculum purchased; domestic program launch scheduled for September 2019; government base funding approved for domestic students</li> </ul>
Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Professional Cook 1 &amp; 2 program curriculum renewal implemented; catering module received governance approval - scheduled for launch in summer 2018</li> <li>■ Baking and Pastry Arts curriculum renewal in progress; in the concept paper governance phase</li> <li>■ Administrative Assistant renewal review commenced</li> <li>■ New post degree diploma in Canadian Business Management for international students launched with additional cohorts being added due to market demand</li> </ul>
Arts & Sciences	<ul style="list-style-type: none"> <li>■ <b>Deaf and Hard of Hearing program review commenced</b></li> <li>■ <b>Associate of Arts and Associate of Science degrees – work ongoing towards completion of Program Content Guide (PCG)</b></li> <li>■ <b>Career Literacy Foundations curriculum development completed and in governance</b></li> <li>■ <b>Music Degree program review in early planning stages</b></li> <li>■ <b>ASL and Deaf Studies full-time UT program development in progress</b></li> <li>■ <b>Piloting EAL instructor support in Hospitality and Canadian Business Management international cohorts</b></li> </ul>

	<ul style="list-style-type: none"> <li>■ <b>EAL Pathways blended delivery option being delivered and well subscribed</b></li> </ul>
Continuing Studies	<ul style="list-style-type: none"> <li>■ Renewal of Early Childhood Care Education (ECCE) post-basic program through governance with launch set for fall 2018</li> <li>■ Counselling Skills program redesign underway</li> <li>■ Partnership established with the Rick Hansen Foundation (RHF) to deliver their Accessibility Assessor training program</li> <li>■ Fashion Merchandising online course in development</li> </ul>
Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Learning Commons survey completed</li> <li>■ President's Research Symposium held in October 2017; new \$10,000 research fund established</li> <li>■ Learning Management Systems (LMS) - in the process of developing a strategic framework</li> <li>■ E-Textbook and Open Resource textbook pilots in progress</li> <li>■ Institutional Learning Outcomes (ILO) consultation underway</li> </ul>
Student Development	<ul style="list-style-type: none"> <li>■ Case management software review in progress</li> <li>■ Current provisions and practices on duty to accommodate assessment in progress</li> <li>■ Developing a mental health and wellness strategy</li> <li>■ Sexual Violence Policy completed, approved and in compliance with Ministry expectations</li> </ul>
International Education	<ul style="list-style-type: none"> <li>■ Recruitment of students for Canadian Business Management (CBM) Post-Degree Diploma has resulted in additional cohorts being added due to high market demand</li> <li>■ Development of a new Post-Degree Diploma in Project Management underway</li> <li>■ MOUs updated with language partner schools for UT articulation</li> <li>■ Additional cohorts added in Trades, Culinary Arts and Hospitality</li> <li>■ Partnership with Indian subcontinent office has resulted in a substantial increase in Indian students enrolling in programs</li> </ul>
Partnership Development Office (PDO)	<ul style="list-style-type: none"> <li>■ <b>Exploring feasibility of short-term "Field Studies" for international faculty (instructors)</b></li> <li>■ <b>Working with Indigenous Education and Community Engagement to explore training opportunities – several proposals have been submitted</b></li> </ul>
Indigenous Education and Community Engagement	<ul style="list-style-type: none"> <li>■ Gladue report writing program curriculum development and pilot being delivered by the PDO</li> <li>■ Implementation of Indigenization Advisory Council/Committee underway</li> <li>■ Facilitating workshops that address the principles of Indigenous Education Protocol</li> </ul>

<b>KSD #2 – Operational Excellence</b>	
Registrar and Enrolment Services	<ul style="list-style-type: none"> <li>■ Banner data cleanup in progress</li> <li>■ Real term admissions processes under review</li> <li>■ Developed a Banner related projects list</li> <li>■ New timetabling structure under development; consultation with departments underway</li> <li>■ Revised admissions and flexible admissions policies have been approved</li> </ul>
Institutional Research	<ul style="list-style-type: none"> <li>■ Piloting a new visualization/reporting software tool</li> <li>■ Conducting labour market research for program renewal or new program development</li> <li>■ Process review of Banner Operational Data Storage (ODS) functionality and cost</li> </ul>
VP Academic	<ul style="list-style-type: none"> <li>■ Working group established to develop and implement a Strategic Enrolment Management Plan (SEM)</li> <li>■ SEM Plan program inventory developed</li> <li>■ Planning process started for the Ministry Quality Assurance Process Audit later in 2018</li> <li>■ Program Review and Renewal Policy in governance</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>■ Identifying recommendations to the policy/procedure for changes to the Bullying, Harassment and Discrimination Policy</li> <li>■ Developing best practices for an employee training program</li> <li>■ Creating draft terms of reference for a VCC Wellness Committee</li> <li>■ Pilot program to enhance employee orientation launched in spring 2018</li> <li>■ Employee Engagement Committee has finalized a top 5 list of engagement initiatives</li> <li>■ Review and update of job descriptions for exempt positions in progress</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>■ Banner 9 upgrade project and implementation plan for phase I (payroll and HR module upgrades) has been developed</li> <li>■ Curriculum management software implementation (Course Leaf) training in progress with go live scheduled for spring 2018</li> <li>■ College wide printer replacement plan in progress – current Ricoh lease expires in June 2018</li> <li>■ IT security assessment underway with final report to be delivered in spring 2018</li> <li>■ Web time entry working group developing a survey to capture current procedures</li> </ul>

	<ul style="list-style-type: none"> <li>Assessing different software vendors for online registration systems for Continuing Studies and Contact Relation Management (CRM) software</li> </ul>
Commercial Services	<ul style="list-style-type: none"> <li>Space design completed for relocation of duplication department at Broadway</li> <li>Food Services operational changes made based on the new Culinary Arts curriculum re-design</li> </ul>
Safety, Security & Risk Management	<ul style="list-style-type: none"> <li>Emergency Response Management (ERM) Committee struck to and revise the current ERM manual and communication plan</li> <li>Emergency management training plan created and multi sessions conducted</li> <li>Renovations of downtown security kiosk completed</li> <li>Development of risk management and privacy procedures in progress</li> <li>Roll out of sexual violence and sexual misconduct policy and procedures underway</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>Phase II underway for streamlining procurement processes and procedures</li> <li>New solicitation contract templates developed</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>Event Management Software (EMS) configuration and implementation nearing completion</li> <li>Space analysis assessment completed for Broadway levels 1 and 2; Downtown campus space analysis in progress; separate analysis being conducted for Culinary and Baking, Pastry Arts downtown</li> <li>Working with Partnerships BC to develop a RFP for a Campus Master Plan</li> </ul>
<b>KSD #3 – Financial Stability and Sustainability</b>	
VP Administration/CFO	<ul style="list-style-type: none"> <li>Completed cycle for the Integrated College Plan</li> <li>5-year academic plan</li> <li>Monitoring and updating of goals, objectives and initiatives</li> <li>Communication of updated goals, objectives and initiatives</li> </ul>
President	<ul style="list-style-type: none"> <li>Consultation and communication of the new vision statement and values for the college completed</li> </ul>
Finance	<ul style="list-style-type: none"> <li>Review of the enrolment and budget planning process</li> <li>Careful monitoring of actual to budget results</li> <li>Enhanced financial reporting</li> </ul>

<b>KSD #4 – Reputation Management</b>	
Marketing	<ul style="list-style-type: none"> <li>■ Continuation of “Make your Mark” campaign</li> <li>■ Development of a digital marketing strategy – revised approach to sustained Google advertising</li> <li>■ Digital metrics and reporting to be rolled out in summer 2018</li> <li>■ Brand standards guide rollout underway</li> </ul>
Stakeholder Engagement	<ul style="list-style-type: none"> <li>■ More internal and external outreach in progress</li> </ul>
Fundraising	<ul style="list-style-type: none"> <li>■ Flourish Gala fundraising event</li> <li>■ Student awards</li> </ul>
<b>KSD #5 – Business Development</b>	
Partnership and Business Development	<ul style="list-style-type: none"> <li>■ Exploring mutually beneficial business partnerships with external stakeholders</li> </ul>



## **Appendix B – 2018/19 Key Priorities**

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<b>2018/19 KEY PRIORITIES</b>	
<b>KSD #1 – Educational Quality</b>	
Health Sciences	<ul style="list-style-type: none"> <li>■ Conduct needs assessment for developing a Practical Nurse Refresher program</li> <li>■ Investigate new program offering opportunities for international students:               <ul style="list-style-type: none"> <li>○ 2-year Health Care Assistant ESL program</li> <li>○ Post-degree diploma in Health</li> </ul> </li> <li>■ Commence program renewal process for:               <ul style="list-style-type: none"> <li>○ Health Unit Coordinator</li> <li>○ Practical Nursing</li> <li>○ Access to Practical Nursing (provincial program renewal)</li> <li>○ Pharmacy Technician</li> </ul> </li> <li>■ Develop program implementation plan for:               <ul style="list-style-type: none"> <li>○ Dental Technology Sciences (year 2)</li> <li>○ Bachelor of Allied Science in Dental Hygiene</li> <li>○ Denturist Sciences</li> <li>○ Occupational/Physical Therapist Assistant (year 1)</li> <li>○ Acute Care Skills for Health Care Assistants</li> <li>○ Pre-Health Sciences</li> </ul> </li> </ul>
Trades, Technology & Design	<ul style="list-style-type: none"> <li>■ Develop Indigenous Pathway programs for Auto Collision Refinishing</li> <li>■ Launch first heavy Mechanical Technology diploma for international students</li> <li>■ Implement Hairstyling Apprenticeship Level 2 courses</li> <li>■ Implement new Computer Systems Technology (CST) 2 year Diploma</li> <li>■ Develop new curriculum for Mechanical CAD/BIM program</li> <li>■ Based on Jewellery diploma renewal process update curriculum</li> <li>■ Seek National Automotive Technician Education Foundation (NATEF) accreditation</li> <li>■ Develop Level 2 Heavy Mechanical trades apprenticeship courses in Moodle</li> </ul>
Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Pilot summer camp program</li> <li>■ Conduct needs assessment for offering an international Asian Culinary Arts program</li> <li>■ Develop diploma program in Applied Business</li> <li>■ Commence program renewal for:               <ul style="list-style-type: none"> <li>○ Administrative Assistant</li> <li>○ Baking and Pastry Arts</li> </ul> </li> <li>■ Explore articulation agreements for international exchanges for Hospitality, Culinary and Baking students</li> </ul>

	<ul style="list-style-type: none"> <li>■ Expand e-text offerings</li> <li>■ Expand online offerings</li> <li>■ Curriculum development for Project Management post-degree diploma</li> <li>■ Continue to pilot English language support for domestic and international students</li> <li>■ Continue pilot for EAL support instructors</li> </ul>
Arts & Sciences	<ul style="list-style-type: none"> <li>■ Implement Environmental Science Certificate</li> <li>■ Assess/adapt programs/courses to align with K-12 changes</li> <li>■ Conduct needs assessment for: <ul style="list-style-type: none"> <li>○ Advanced ASL, Deaf literature and job readiness program</li> <li>○ An enhanced Music Degree program</li> <li>○ Post-baccalaureate programs</li> </ul> </li> <li>■ Commence program renewal process for: <ul style="list-style-type: none"> <li>○ Deaf and Hard of Hearing programs</li> <li>○ Basic Education</li> <li>○ College and Career Access</li> <li>○ ABE Intermediate Program for Youth</li> <li>○ Access Career Education</li> <li>○ Academic Upgrading – Computers</li> <li>○ TESOL Certificate and Diploma</li> </ul> </li> <li>■ Expand blended delivery option for ESL Pathways courses to include all levels 7 and 8</li> <li>■ Expand online delivery</li> <li>■ Create an ABE Hub that would bring all adult upgrading programming together in the same space</li> </ul>
Continuing Studies	<ul style="list-style-type: none"> <li>■ Design professional development courses in existing program areas</li> <li>■ Ongoing renewal/program redesign of Counselling Skills programs</li> <li>■ Initiate program review and revision of: <ul style="list-style-type: none"> <li>○ Makeup Artistry Certificate</li> <li>○ Business Leadership suite</li> <li>○ Network Technology NETT</li> <li>○ Fashion Merchandising Associate</li> </ul> </li> <li>■ Implement and launch ECCE Diploma/Post Basic programs</li> <li>■ Research new online “shopping cart” registration system and make a recommendation for implementation</li> <li>■ Implement new course evaluation processes</li> </ul>
Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Conduct needs assessment for an 18 month Provincial Instructor Diploma (PIDP)/eLearning Certificate</li> <li>■ Review PIDP and Online &amp; eLearning (ONEL) curriculum – considering new pathways and structures</li> <li>■ Complete Education Services renewal for the library</li> <li>■ Develop Library Research Framework</li> </ul>

	<ul style="list-style-type: none"> <li>■ Initiate Student Research Day</li> <li>■ Re-establish School of Instructor Education PAC</li> <li>■ Develop online learning strategy</li> <li>■ Expand e-textbook and e-learning platform</li> <li>■ Develop Institutional Learning Outcomes (ILO) implementation plan</li> </ul>
Student Development	<ul style="list-style-type: none"> <li>■ Participate in Educational Services review</li> <li>■ In conjunction with SUVCC evaluate student life initiatives and develop recommendations</li> </ul>
International Education	<ul style="list-style-type: none"> <li>■ Plan for additional international cohorts in Post-Degree Diplomas</li> <li>■ Evaluate processes and implement strategies to increase efficiencies international student support in relation to admission and advising</li> <li>■ Engage Deans and Department Heads to ensure there is intercultural and English language support for international students and faculty</li> <li>■ Increase capacity within the department to provide timely and relevant international student support</li> </ul>
Indigenous Education & Community Engagement (IECE)	<ul style="list-style-type: none"> <li>■ Conduct needs assessment with local Indigenous communities to identify opportunities for community program delivery</li> <li>■ Continue to develop Indigenization strategy</li> <li>■ Review support services for Indigenous</li> </ul>
Vice President Academic	<ul style="list-style-type: none"> <li>■ Host annual President's Research Symposium</li> <li>■ Launch President's Research Fund</li> <li>■ Support Strategic Enrolment Management (SEM) working groups' goals in student recruitment, retention, data management and teaching/learning space needs</li> <li>■ Participate in Ministry's Quality Assurance Process Audit (QAPA)</li> <li>■ Complete curriculum management software implementation</li> </ul>
Partnership Development Office	<ul style="list-style-type: none"> <li>■ Explore feasibility of short term "Fields of Studies" for International students and faculty in program areas</li> <li>■ Work with IECE to explore training opportunities to deliver programs in community</li> <li>■ Explore feasibility of online course delivery through LERN</li> <li>■ In conjunction with Student Development implement recommendations from Career Services study</li> <li>■ Develop a central repository for partnership contracts</li> </ul>

<b>KSD #2 – Operational Excellence</b>	
Registrar & Enrolment Services	<ul style="list-style-type: none"> <li>■ Codify and catalogue transfer credit rulings and build these into Banner</li> <li>■ Assess VCC articulation information in BCCAT</li> <li>■ Banner cleanup to better support timetabling and EMS (room bookings) implementation</li> <li>■ Develop real term admissions processes</li> <li>■ Develop and implement new timetabling processes</li> <li>■ Implement revisions to admissions process, including additional data cleanup and reporting</li> <li>■ Support Banner 9 upgrade</li> </ul>
Institutional Research	<ul style="list-style-type: none"> <li>■ Conduct labour market research for new program development and program renewals</li> <li>■ Transition from COGNOS to Tableau reporting</li> <li>■ Increase course evaluations</li> <li>■ Increase program evaluations</li> <li>■ Develop self-service model for reporting of student data</li> <li>■ Deploy Student Development student survey</li> </ul>
Student Development	<ul style="list-style-type: none"> <li>■ Regularize annual safety and security protocols review and workplace discrimination, harassment and violence training for staff and faculty</li> <li>■ Support mental health and wellness initiatives</li> <li>■ Develop department practice guidelines for Disability Services</li> </ul>
International	<ul style="list-style-type: none"> <li>■ Examine current international admissions and advising processes to initiate strategies that will increase efficiencies through technology and automation</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>■ Review and update exempt job descriptions</li> <li>■ Develop a monitoring plan to ensure annual performance reviews are completed</li> <li>■ Review current performance management system to ensure alignment with PSEA exempt compensation guidelines</li> <li>■ Implement Faculty Performance Appraisal cycle throughout the life of the academic plan</li> <li>■ Review and develop enhanced staff orientation process</li> <li>■ Develop a comprehensive plan to address employee engagement survey results</li> <li>■ Enhance VCC's recognition culture by enhancing college wide formal and informal recognition plans</li> <li>■ Review Prevention of Harassment, Discrimination and Bullying Policy</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>■ Evaluate and develop college-wide printer replacement plan (current Ricoh lease expires June 2018)</li> </ul>

	<ul style="list-style-type: none"> <li>■ Review IT security assessment recommendations and develop and implementation plan</li> <li>■ Evaluate and develop a Virtual Desktop infrastructure project plan</li> <li>■ Assess and develop a plan to update the wireless network infrastructure</li> <li>■ Assess current payment processing processes/procedures and develop a plan to meet PCI compliant requirements</li> <li>■ Marketing Initiatives: <ul style="list-style-type: none"> <li>○ Marketing migrate myVCC to Sharepoint</li> <li>○ Develop business case for external web content management system</li> </ul> </li> <li>■ Facilities Initiatives: <ul style="list-style-type: none"> <li>○ Finalize Web App to simplify internal academic room bookings</li> <li>○ Conduct needs assessment and make recommendations for options to replace the existing Facilities Work Order system</li> </ul> </li> <li>■ Implement Banner 9 upgrade project plan – Phase I Payroll and HR upgrade to be completed and go live by Dec 31 2018</li> <li>■ Evaluate and make recommendations on a CRM system</li> </ul>
Commercial Services	<ul style="list-style-type: none"> <li>■ Evaluate and streamline VCC bookstore and duplicating processes and operations</li> <li>■ Coordinate and facilitate operational changes based on the new culinary arts curriculum</li> <li>■ Explore revenue opportunities to expand duplicating services</li> </ul>
Safety and Security	<ul style="list-style-type: none"> <li>■ Complete review of emergency response management (ERM) plan</li> <li>■ Develop and communicate emergency training plan for faculty and staff</li> <li>■ Review, develop and communicate risk management and privacy policy and procedures</li> <li>■ Emergency Operations Centre (EOC) management training</li> <li>■ Table top exercise on a simulated disaster</li> <li>■ Draft policies for: Cannabis on campus and travel risk management</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>■ Initiate second phase of streamlining processes for procurement, receipt of goods/services and reporting</li> <li>■ Roll out Bonfire eSourcing tool</li> <li>■ Introduce department name change from Purchasing Services to Procurement Services to better reflect the full scope of services provided by the department</li> </ul>

Facilities	<ul style="list-style-type: none"> <li>■ Fully implement Event Management Software (EMS) for room bookings</li> <li>■ Complete space usage studies – Downtown, Broadway A &amp; B <ul style="list-style-type: none"> <li>○ Initiate measures to address critical space issues identified in Interim space use studies</li> </ul> </li> <li>■ Secure consultant to advise on a plan to renovate the Dental spaces Downtown – including the Denturist Sciences program</li> <li>■ Develop space designs in various areas to address growth and changes to curriculum</li> <li>■ Explore opportunities to expand external room bookings revenue</li> </ul>
<b>KSD #3 – Financial Stability and Sustainability</b>	
VP Administration & CFO	<ul style="list-style-type: none"> <li>■ Initiate the integrated college planning framework cycle – 2019/20</li> <li>■ Monitor, update and communicate status of goals, objectives and initiatives as detailed in the 2018/19 ICP</li> <li>■ Work with Partnerships BC to issue an RFP and secure a proponent to develop a campus master plan <ul style="list-style-type: none"> <li>○ Start the campus master planning process</li> </ul> </li> </ul>
President	<ul style="list-style-type: none"> <li>■ Develop long-term strategic objectives that are the bridge between the new VCC Vision and Values and the Integrated College Plan – incorporate into a Strategic Plan and present to the Board by summer 2018</li> <li>■ Implement external outreach initiatives</li> </ul>
Finance	<ul style="list-style-type: none"> <li>■ Review and improve enrolment and budget planning process</li> <li>■ Carefully monitor actual to budget results</li> <li>■ Develop plan to implement Uniglobe Travel services</li> <li>■ Review and update Travel policy</li> <li>■ Update spending authority limit policy</li> </ul>
<b>KSD #4 – Reputation Management</b>	
Marketing	<ul style="list-style-type: none"> <li>■ Begin investigation and discovery phase of college-wide brand refresh</li> <li>■ Implement the digital marketing strategy</li> <li>■ Roll-out current refreshed brand standards</li> <li>■ Develop and implement social media policy</li> <li>■ Develop and communicate short and long-term goals of the Strategic Enrolment Management (SEM) working group</li> <li>■ Develop plan to improve online acquisition process</li> <li>■ Continuation of “Make your Mark” campaign</li> <li>■ Begin research for next recruitment campaign</li> </ul>

Stakeholder Engagement	<ul style="list-style-type: none"> <li>■ Investigate community involvement opportunities</li> <li>■ Continued internal and external outreach</li> </ul>
Fundraising	<ul style="list-style-type: none"> <li>■ Gala plan for 2018/19</li> </ul>
<b>KSD #5 – Business Development</b>	
Partnerships and Collaborations	<ul style="list-style-type: none"> <li>■ Develop new partnerships to expand programming</li> </ul>
Partnership Development	<ul style="list-style-type: none"> <li>■ Explore partnership opportunities with corporate and not-for-profit organizations</li> </ul>
Business Development	<ul style="list-style-type: none"> <li>■ Explore new opportunities with corporate and not-for-profit organizations</li> </ul>



## **Appendix C – 2018/19 Detailed Consolidated Goals, Objectives and Initiatives**

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## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>Goal 1.1 – Deliver a superior student educational experience</b>		
<b>1.1.1</b> Conduct needs assessment and determine viability and potential of new programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> <li>■ Investigate opportunity for Practical Nurse Refresher program</li> <li>■ Consider offering a 2 year Health Care Assistant ESL program for International students</li> <li>■ Consider development of a Post-Degree Diploma program in Health</li> </ul>
	Hospitality, Food Studies & Applied Business	<p><b>Culinary Arts:</b></p> <ul style="list-style-type: none"> <li>■ Develop 6 month program for Italian students</li> <li>■ Pilot summer camp program</li> <li>■ Complete MOU with KPU for Culinary and Baking student pathways</li> <li>■ Develop new programming with KPU</li> <li>■ Develop Molecular Cuisine course for Red Seal chefs</li> </ul> <p><b>Asian Culinary Arts:</b></p> <ul style="list-style-type: none"> <li>■ Investigate International Cohort</li> <li>■ Bridge PC 1 and PC 2 with a session of Asian Culinary Arts</li> </ul> <p><b>Applied Business:</b></p> <ul style="list-style-type: none"> <li>■ Implement new Medical Transcriptionist program for internationally trained doctors if funding is secured.</li> <li>■ Develop diploma program in Applied Business</li> </ul> <p><b>Hospitality:</b></p> <ul style="list-style-type: none"> <li>■ Investigate professional upgrading courses for industry professionals</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
	Trades, Technology & Design	<p><b>Auto Service Technician:</b></p> <ul style="list-style-type: none"> <li>▪ Update curriculum for harmonized program. Complete NATEF accreditation</li> </ul> <p><b>Auto Collision Refinishing:</b></p> <ul style="list-style-type: none"> <li>▪ Develop Indigenous Pathway programs</li> </ul> <p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>▪ Launch new international diploma program first cohort</li> </ul> <p><b>Visual Communications Design:</b></p> <ul style="list-style-type: none"> <li>▪ Design new pathways or modules for new diploma program</li> <li>▪ Develop bridge programs with Emily Carr, Capilano U and KPU</li> </ul> <p><b>Hair Design &amp; Skin &amp; Body Therapy:</b></p> <ul style="list-style-type: none"> <li>▪ Launch Hairstylist Level 2 apprenticeship courses</li> </ul> <p><b>Computer Systems Technology:</b></p> <ul style="list-style-type: none"> <li>▪ Launch new program</li> </ul> <p><b>CAD/BIM:</b></p> <ul style="list-style-type: none"> <li>▪ Develop new curriculum for Mechanical CAD/BIM certificate program</li> </ul>
	Arts & Sciences	<p><b>University Transfer:</b></p> <ul style="list-style-type: none"> <li>▪ Implement Environmental Science Certificate</li> <li>▪ Assess/adapt programs/courses to align with K-12 changes</li> <li>▪ Explore new courses such as food chemistry, physics and music, organic chemistry, flexible pre-biology majors for Associate of Science degree</li> </ul> <p><b>Basic Education:</b></p> <ul style="list-style-type: none"> <li>▪ Propose curriculum development for Basic Education Career Explorations tied to provincial labour market demand: Basic Literacy and Numeracy for Trades</li> </ul> <p><b>Deaf and Hard of Hearing:</b></p> <ul style="list-style-type: none"> <li>▪ Conduct needs assessment for advanced ASL, Deaf literature and Job Readiness Program</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>▪ Conduct needs assessment for an enhanced Music Degree program</li> <li>▪ Conduct needs assessment for post-baccalaureate programs and certificates, including teacher training workshops</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
	School of Instructor Education	<ul style="list-style-type: none"> <li>■ Needs assessment of an 18 month Post Graduate PIDP/eLearning Certificate working in conjunction with International and Pathways</li> <li>■ Review PIDP and ONEL curriculum, considering new pathways and structures</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Refine and implement assessment tool to evaluate suitability of new programs and partnerships proposed to CS by internal and external stakeholders</li> <li>■ Develop new courses and programs as partnerships arise with external partners and other internal VCC departments</li> <li>■ Develop professional development courses in existing program areas</li> <li>■ Creation of new “one-off” courses in Culinary, Fashion, ECCE and Trades</li> </ul>
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to identify opportunities for VCC (community delivery)</li> </ul>
<b>1.1.2</b> Renew programs that have not gone through renewal in the past 5 years	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Develop curriculum to support action items arising from program renewals               <ul style="list-style-type: none"> <li>➤ Administrative Assistant</li> <li>➤ Baking and Pastry Arts</li> </ul> </li> </ul>
	Health Sciences	<ul style="list-style-type: none"> <li>■ Health Unit Coordinator program (renewal)</li> <li>■ Practical Nursing (provincial renewal)</li> <li>■ Access to Practical Nursing (provincial program renewal)</li> <li>■ Pharmacy Technician program (renewal)</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
	Arts & Sciences	<ul style="list-style-type: none"> <li>■ Deaf and Hard of Hearing Program</li> <li>■ Basic Education</li> <li>■ College &amp; Career Access</li> <li>■ ABE Intermediate Program for Youth</li> <li>■ Access to Career Education</li> <li>■ Academic Upgrading – Computers</li> <li>■ TESOL Certificate and Diploma</li> <li>■ Music Degree</li> </ul>
	Trades, Technology & Design	<p><b>Jewelry Arts and Design:</b></p> <ul style="list-style-type: none"> <li>■ Update curriculum for Jewelry diploma program based upon renewal</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> <li>■ CS formally reviews programs as follows: Year 1, Launch program renewal; Year 2, Ongoing renewal/ Redesign; Year 3, Launch of New Program</li> <li>■ CS to initiate a “curriculum review and revision” for minor program changes and non-credit courses, as needed</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Ongoing renewal/ program redesign of Counselling Skills Programs (Foundation and Advanced Certificates)</li> <li>■ Launch Curriculum Review and revision of Makeup Artistry Certificate</li> <li>■ Launch renewal of Business Leadership suite of programs</li> <li>■ Complete NETT renewal</li> <li>■ Launch of curriculum review and revision of Fashion Merchandising Associate Program</li> </ul>
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Complete Education Services Renewal for the Library</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>1.1.3</b> Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> <li>■ Dental Technology Sciences – implement Year 2</li> <li>■ Bachelor Of Allied Science in Dental Hygiene degree – achieve DQAB and Board approval</li> <li>■ Denturist Sciences Program – achieve Ministry and Board approval</li> <li>■ Occupational/Physical Therapist Assistant program –implement major changes Year 1</li> <li>■ Acute Care Skills for Health Care Assistants – implement approved changes</li> <li>■ Pre-Health Sciences – implement new program</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Implement and launch ECCE Diploma/Post Basic Programs</li> </ul>
	School of Instructor Education	<ul style="list-style-type: none"> <li>■ Develop a 3-5 year Action Plan from the recommendations from the renewal</li> <li>■ Implement first year changes from the Action Plan</li> </ul>
<b>1.1.4</b> Identify, promote & support articulation and transferability of courses/programs	Registrar’s Office	<ul style="list-style-type: none"> <li>■ Codify and catalogue all previous transfer credit rulings that have been made and start to build these into Banner</li> <li>■ Assess VCC articulation information in BCCAT. Focus on areas of need which should be addressed and commence articulating courses from other institutions to position VCC as a receiving institution.</li> </ul>
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>■ Explore articulation agreements for international exchanges for Hospitality, Culinary and Baking students</li> </ul>
<b>1.1.5</b> Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	Health Sciences	<ul style="list-style-type: none"> <li>■ Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>■ Achieve highest levels of accreditation/program approval possible</li> </ul>
	Trades, Technology & Design	<b>Auto Service Technician:</b> <ul style="list-style-type: none"> <li>■ NATEF accreditation</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>1.1.6</b> Develop a Scholarship and Research Initiatives Plan	Library, Teaching & Learning Services/ VP Academic	<ul style="list-style-type: none"> <li>■ Initiation of Student Research Day</li> <li>■ Improve awareness of national research funding opportunities through workshops and presentations</li> <li>■ Develop Library Research Framework</li> <li>■ Library pursue Institutional Repository to archive and make accessible VCC's research output</li> </ul>
	Health Sciences	<ul style="list-style-type: none"> <li>■ Increase research/ scholarship capacity in the Bachelor of Sciences in Nursing Program</li> <li>■ Implement strategies to support research activities</li> </ul>
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>■ Explore Foods research with external partners</li> </ul>
	Vice President Academic	<ul style="list-style-type: none"> <li>■ Host annual President's Research Symposium</li> <li>■ Launch President's Research Fund</li> </ul>
<b>1.1.7</b> Develop new relevant programs and build capacity for international students	International Education	<ul style="list-style-type: none"> <li>■ Launch Business and Project Management Post Degree Diploma</li> <li>■ Launch Heavy Mechanical Technology Diploma</li> <li>■ Plan for additional International cohorts in Post-Degree Diplomas</li> <li>■ Build capacity in UT courses</li> </ul>
	Partnership Development Office	<ul style="list-style-type: none"> <li>■ Explore feasibility of short term "Field Studies" for International Students and faculty in VCC program areas: Health Sciences, Hospitality, Instructor Education, etc.</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>1.1.8</b> Ensure programs have active program advisory committees and effective partnerships with industry/community	All Schools/ VP Academic	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>Continue to expand and launch the number of PACs for all CS programming areas</li> </ul>
	School of Instructor Education	<ul style="list-style-type: none"> <li>Re-establish PAC</li> </ul>
<b>1.1.9</b> Develop supportive partnerships within the academy and student service departments to ensure a positive experience for Indigenous students	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Develop an Indigenization strategy</li> </ul>
	Health Sciences	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>In conjunction with Indigenous Education, explore liaison and/or regular meeting approach to regularize communication, strengthen working relationship and realize synergy in overlapping service scope</li> </ul>
	Partnership Development Office	<ul style="list-style-type: none"> <li>Work with IECE to explore training opportunities for VCC programs to be delivered in community (e.g. ECCE in Musqueam, Office Admin in Squamish, etc.)</li> <li>2018-2019 explore feasibility of seeking funding from Corrections Canada for re-entry of incarcerated; potential partnership with COELS and John Howard society</li> <li>Explore RPL/competence assessment for BSW program</li> </ul>



## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>Goal 1.2 – Enhance instruction, instructional strategy and educational technology</b>		
<b>1.2.1</b> Develop an online educational technology strategy	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Develop an online learning strategy</li> <li>■ Post and hire an Instructional Designer manager position</li> <li>■ Implementation of online learning strategy over the duration of the current academic plan</li> <li>■ Continue to offer Moodle workshops and development opportunities for the college</li> <li>■ Expand e-textbook and e-learning platform use. Establish set procedures/guidelines for e-text adoption</li> </ul>
	Trades, Technology & Design	<b>Automotive Service Technician:</b> <ul style="list-style-type: none"> <li>■ Increase OER use by 10%</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>■ Develop Moodle courses apprenticeship level 2</li> </ul> <b>CAD &amp; BIM:</b> <ul style="list-style-type: none"> <li>■ Implement instructor skills training plan</li> </ul>
	Arts & Sciences	<ul style="list-style-type: none"> <li>■ Expansion of blended delivery option for ESL Pathways courses – to include all of levels 7 and 8</li> </ul>
	School of Hospitality, Food Studies and Applied Business	<b>Culinary Arts:</b> <ul style="list-style-type: none"> <li>■ Expand e-text offerings</li> <li>■ Expand on-line offerings</li> </ul> <b>Hospitality:</b> <ul style="list-style-type: none"> <li>■ Develop on-line courses for diploma in HM</li> <li>■ Expand e-text offerings</li> <li>■ Expand on-line offerings</li> </ul> <b>Applied Business:</b> <ul style="list-style-type: none"> <li>■ Develop on-line courses for diploma program in Applied Business</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>1.2.2</b> Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> <li>▪ Expand the use of Simulation in the Nursing labs</li> <li>▪ Submit capital request for new video recording technology in the Simulation Lab</li> <li>▪ Submit capital request for new Denturist Sciences technology</li> <li>▪ Advocate for Coordinator and Technician support in the Simulation Lab</li> <li>▪ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>
	Trades, Technology & Design	<b>Automotive Collision Refinishing:</b> <ul style="list-style-type: none"> <li>▪ Use of virtual welding simulators and virtual paint simulators</li> </ul>
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>▪ Implement Institutional Learning Outcomes (ILO) across College</li> <li>▪ Investigate feasibility of Blackboard Ally accessibility software</li> <li>▪ If funded, implementation plan for Kaltura video hosting and streaming service</li> <li>▪ Implementation of Library Technology Plan (e.g. replace ILS)</li> </ul>
	Arts & Sciences	<b>LINC:</b> <ul style="list-style-type: none"> <li>▪ Expand online delivery using eduLINC and Moodle</li> </ul>
	VP Academic	<ul style="list-style-type: none"> <li>▪ Host annual Education Technology Showcase</li> </ul>
	Partnership Development Office	<ul style="list-style-type: none"> <li>▪ Explore feasibility of online course delivery through LERN in the areas of Technology to be combined with F2F training in a customized package</li> </ul>
<b>1.2.3</b> Continue to develop Learning Commons	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>▪ Explore long term goals for Learning Commons</li> <li>▪ Implement Learning Commons initiatives</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
<b>Goal 1.3 – Deliver superior student services</b>		
<b>1.3.1</b> Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> <li>Advocate for longitudinal research studies to review success based on admission requirements</li> </ul>
	VP Academic	<ul style="list-style-type: none"> <li>Conduct review for targeted programs and bring forward changes through governance</li> <li>Raise student awareness of student development services through the Strategic Enrolment Management (SEM) working group</li> <li>Provide training and development opportunities on cultural awareness amongst VCC employees and students</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Participate in Educational Services Review</li> <li>Participate in cultural competency workshops and initiatives</li> <li>In conjunction with SUVCC, evaluate student life initiatives and create recommendations</li> </ul>
	Arts & Sciences	<b>College and Career Access:</b> <ul style="list-style-type: none"> <li>Creation of an ABE Hub that would bring all adult upgrading programming together in the same space, and include intake, assessment and advising support to optimally plan an educational pathway for students. In addition to offering a variety of delivery options – self paced, class-based, and blended (online/self-paced)</li> </ul>
	Hospitality, Food Studies & Applied Business	<b>Hospitality Management:</b> <ul style="list-style-type: none"> <li>Pilot English language support for domestic and international students</li> <li>Pilot EAL support for Hospitality instructors</li> </ul>
	Registrar's Office	<ul style="list-style-type: none"> <li>Revision to admissions process estimated to go live in March, 2018. Additional clean up and supporting reporting of Admission/Registration reports planned to come online shortly after.</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #1 – Educational Quality</b>		
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Evaluate changes made to CS online registration; make further improvements as required</li> </ul>
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Continue 3-year research study on impact of Learning Centre tutoring on student success. Begin analysis</li> </ul>
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Review support services for Indigenous learners currently offered through IECE</li> <li>■ Review and update policies and procedures related to safe use of Gathering Places</li> </ul>
	Partnership Development Office	<ul style="list-style-type: none"> <li>■ In partnership with Student Services, PDO conducted a Career Services study and report that was completed in December 2017</li> <li>■ Recommendations from Career Services study for the CareerLAB initiative. In partnership with Student Services, will implement in 2018-19.</li> </ul>
<b>1.3.2</b> Provide timely and relevant international student support	International Education	<ul style="list-style-type: none"> <li>■ Evaluate processes and implement strategies to increase efficiencies in international student support in relation to admission and advising</li> <li>■ Engage with Deans and Department Heads to ensure intercultural and English language support for international students and faculty</li> <li>■ Increase capacity within department to provide timely and relevant international student support</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
<b>Goal 2.1 – Develop efficient systems and collaborative communication</b>		
<p><b>2.1.1</b> Evaluate current functions/processes in order to streamline, reduce manual input and duplication</p>	Institutional Research	<ul style="list-style-type: none"> <li>■ Conduct labour market research for new program development and program renewals</li> <li>■ Transition from COGNOS to Tableau reporting</li> <li>■ Develop and communications strategy for the deployment of data, Information and insight</li> <li>■ Increase course evaluations</li> <li>■ Increase program evaluations</li> <li>■ Develop College, School and ORG profiles</li> <li>■</li> <li>■</li> <li>■</li> <li>■ Develop a self-service model for reporting of student data</li> <li>■ Research into the development of a VCC Data-mart</li> <li>■ Continue to support the College, Schools and Departments with student surveys</li> <li>■ Deploy the Student Development student survey</li> <li>■ Complete all Ministry submissions and reporting requirements</li> </ul>
	Registrar's Office	<ul style="list-style-type: none"> <li>■ Introduction of real term admissions processing and supporting reporting changes</li> <li>■ Course clean up within Banner to better support timetabling processing and EMS implementation</li> <li>■ Build out of detailed project plan to track inventory, decision points and develop a decision log that tracks information related to assessment and changes within Banner</li> <li>■ CAPP implementation commences</li> <li>■ Support for Banner 9 upgrade and retraining Banner Student users</li> <li>■ Development of standardized documentation related to Banner processes</li> <li>■ Full EMS implementation</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
	VP Academic	<ul style="list-style-type: none"> <li>■ Support SEM working groups' goals in student recruitment, student retention, data management and teaching/learning space needs</li> <li>■ Pilot more programs as part of ELPR project</li> <li>■ Participate in Ministry's Quality Assurance Process Audit (QAPA) Review</li> <li>■ Implement Program Renewal process</li> <li>■ Implement Curriculum Management Software (CourseLeaf) and align with public website</li> </ul>
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Review and update Gateways program evaluation procedure to ensure student feedback is captured</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Seek approval to implement a new online "shopping cart" registration system</li> <li>■ Implement new course evaluation processes across CS</li> <li>■ Improve online registration experience</li> <li>■ Implement and refine monthly reporting structure</li> <li>■ Implementation of revised marketing strategies</li> </ul>
	Partnership Development Office	<ul style="list-style-type: none"> <li>■ Develop a central repository for contracts that the college has with various partners</li> <li>■ Institute processes for proposal development and support</li> <li>■ Research the use of implementing contact relationship management software (CRM) to track inquiries</li> </ul>
	Commercial Services	<ul style="list-style-type: none"> <li>■ Evaluate and streamline bookstore and duplicating processes and operations</li> <li>■ Coordinate and facilitate operational changes based on the new culinary arts curriculum</li> </ul>
	Information Technology	<ul style="list-style-type: none"> <li>■ Evaluate and develop college-wide printer replacement plan (current Ricoh lease expires in 2018)</li> <li>■ Conduct IT security assessment</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
		<ul style="list-style-type: none"> <li>■ Evaluate and develop a Virtual Desktop Infrastructure project plan</li> <li>■ Assess and develop a plan to update the wireless network</li> <li>■ Review current payment processing processes/procedures (PCI compliant requirements)</li> </ul>
	Information Technology/Marketing	<ul style="list-style-type: none"> <li>■ Migrate myVCC to Sharepoint</li> <li>■ Develop business case for external web content management system</li> </ul>
	Facilities/Information Technology	<ul style="list-style-type: none"> <li>■ Support implementation of EMS Campus Planning interface software for internal academic booking</li> <li>■ Finalize Web App to simplify internal academic booking</li> <li>■ Create web presence to simplify external bookings</li> <li>■ Put the Work Order system back in order. Replace existing system with updated user friendly application</li> </ul>
	Procurement	<ul style="list-style-type: none"> <li>■ Deliver FAST training on procurement processes to users</li> <li>■ Roll out Bonfire eSourcing tool college-wide and have a minimum of 80% of open competitions done through Bonfire</li> <li>■ Overhaul of contract filing system with a target of switching from hard copy to soft copy contract files by the end of the 18/19 fiscal</li> <li>■ Introduce Department name change from Purchasing Services to Procurement Services to better reflect the full scope of services provided by the Department</li> </ul>
<b>2.1.2</b> Identify, evaluate, recommend and implement software applications to increase efficiencies	International Education	<ul style="list-style-type: none"> <li>■ Examine current international admissions and advising processes to initiate strategies that will increase efficiencies through technology and automation</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>■ Participate in CRM discussions and ensure the requirements of all 8 service departments are captured in the new system</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
	Information Technology/various departments	<ul style="list-style-type: none"> <li>Develop web time entry project and implementation plan</li> <li>Develop Banner 9 upgrade project and implementation plan</li> <li>HR Application Tracking System</li> </ul>
	Information Technology/VP Academic	<ul style="list-style-type: none"> <li>Implement curriculum management software</li> </ul>
	Information Technology/Facilities	<ul style="list-style-type: none"> <li>Fully implement Event Management Software (EMS) for room bookings</li> </ul>
	Information Technology/Procurement/Finance	<ul style="list-style-type: none"> <li>Develop a implement plan to set up Uniglobe Travel as a provider for travel services</li> </ul>
<b>Goal 2.2 – Ensure a safe student and working environment</b>		
<b>2.2.1</b> Promote and environment of safety and compliance	Trades, Technology & Design	<b>Automotive Service Technician &amp; Automotive Collision and Refinishing:</b> <ul style="list-style-type: none"> <li>Upgrade shop space and classrooms' capacities</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Review current scope of Disability Services for its educational mandate, professional jurisdiction, and legal duty</li> <li>Align hiring, training, and supervising of college funded contract student support workers to human resources process</li> <li>Determine appropriate legal and practical terms for operation of privately funded and arranged student support workers on campus</li> </ul>
<b>2.2.2</b> Promote health and wellness	Health Sciences	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>Initiate Positive Space training for LLC employees and establish service/space guidelines</li> </ul>



## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
		<ul style="list-style-type: none"> <li>■ Create plan for mental health, wellness, and sense of community services in LLC</li> </ul>
	VP Academic/VP People & Culture	<ul style="list-style-type: none"> <li>■ Implement initiatives from Health &amp; Wellness Plan</li> <li>■ Advocate the importance of mental health at provincial forums and events such as the Festival of Learning</li> </ul>
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>■ Regularize annual safety &amp; security protocols review and workplace discrimination, harassment and violence training for staff and faculty in all 8 service departments</li> <li>■ Support socials, PD/CD, and other mental health &amp; wellness initiatives</li> </ul>
<b>2.2.3</b> Implement emergency management safety plan	Safety, Security & Risk Management	<ul style="list-style-type: none"> <li>■ Complete review of revised emergency response management (ERM) plan</li> <li>■ Develop and communicate emergency management training plan</li> <li>■ Procure additional CCTV cameras for campuses</li> <li>■ Continue to upgrade access control panels and key security infrastructure</li> <li>■ Review, develop and communicate risk management and privacy procedures</li> <li>■ EOC Training – Management team</li> <li>■ Disaster Day – College wide</li> <li>■ Emergency Management Working Group</li> </ul>
<b>Goal 2.3 – Maximize campus facilities and resources</b>		
<b>2.3.1</b> Assess space requirements and utilization	Health Sciences/Facilities	<ul style="list-style-type: none"> <li>■ Secure a consultant to advise on renovations to the Dental spaces to accommodate new Denturist Sciences program including an additional Dental clinic</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
		<ul style="list-style-type: none"> <li>■ Enhance physical space for Dental Technology Sciences, Denturist and other dental programs for the duration of the academic plan</li> <li>■ Increase number of computers/desks and chairs in computer labs to accommodate large section sizes (Practical Nursing and Dental Technology Sciences)</li> <li>■ Begin renovations to Dental Technology Sciences and Denturist physical space (labs and clinic) to be able to accommodate annual intakes of students</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>■ Explore and implement an interim design for Downtown Campus Student Development Area that includes at least six new soundproof private exam rooms for Disability Services</li> <li>■ Review the current space and signage arrangements of Student Development presence at Annacis Island</li> </ul>
	Hospitality, Food Studies & Applied Business /Facilities	<ul style="list-style-type: none"> <li>■ Identify space for possible new Post-Degree Diploma – September 2018</li> <li>■ Work with RPG on a redesign of the Culinary/ Baking and Hospitality</li> </ul>
	Arts & Sciences	<ul style="list-style-type: none"> <li>■ Conduct needs assessment for UT programming</li> </ul>
	Registrar’s Office	<ul style="list-style-type: none"> <li>■ Look to leverage opportunities for creating new pathways into programming via flexible admission policy</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Optimize CS space for customer service and advising</li> </ul>
	Facilities	<ul style="list-style-type: none"> <li>■ Continue work with Partnerships BC towards development of VCC Campus Master Plan</li> <li>■ Complete space analysis assessment of Broadway A and B and the Downtown campus</li> <li>■ Initiate measures to address critical space issues identified in Interim Space Use studies</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
<b>Goal 2.4 – Develop a high-performing college team</b>		
<b>2.4.1</b> Implement an enhanced performance management system	VP Academic	<ul style="list-style-type: none"> <li>Implement Faculty Performance Appraisal cycle throughout the life of the academic plan</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Ensure performance appraisals and strength &amp; development reviews occur as per schedule prescribed in the collective agreements</li> <li>Develop a standard annual checklist to document and track: vacation accruals, sick day usage, PD/CD access, etc</li> <li>Lead service renewals for Counselling and Interpreting Services</li> </ul>
<b>2.4.2</b> Review and implement exempt job descriptions and performance management system	Human Resources	<ul style="list-style-type: none"> <li>Review and update exempt job descriptions</li> <li>Develop a monitoring plan to ensure annual performance reviews are completed</li> <li>Review current performance management system to ensure alignment with PSEA exempt compensation guidelines</li> </ul>
<b>2.4.3</b> Assess employee needs, develop a training plan and coordinate schedule	VP Academic/Human Resources	<ul style="list-style-type: none"> <li>Implement employee Training Plan with Department Leaders and Leadership Team</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>Develop a standard operating procedures manual for all business practices</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Identify common professional development opportunities across all 8 service departments and streamline their access for cost efficiency and team building</li> <li>Budget and schedule regular team socials</li> <li>Promote and track utilization of free and open college and public resources by staff and faculty</li> <li>Re-establish VCC participation at National and International platforms for service departments in post secondary institutions</li> <li>Explore internal college collaboration for one-on-one mentorship</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
		<ul style="list-style-type: none"> <li>Identify occasions and opportunities to strengthen working relationship and communication with academic departments and internal stakeholders</li> </ul>
<b>2.4.4</b> Enhance staff orientation	Human Resources	<ul style="list-style-type: none"> <li>Review and develop an enhanced staff orientation process</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>Implement orientation and exit checklists</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Regularize annual safety &amp; security protocols review and workplace discrimination, harassment and violence training for staff and faculty in all 8 service departments</li> <li>Develop department specific new staff and faculty orientation and exit checklists in all 8 service departments</li> </ul>
<b>2.4.5</b> Increase overall level of employee engagement	Human Resources	<ul style="list-style-type: none"> <li>Develop a comprehensive plan to address employee engagement survey results</li> <li>Strengthen VCC's recognition culture by enhancing College wide formal and informal recognition plans</li> </ul>
<b>Goal 2.5 – Review, develop and communicate policies</b>		
<b>2.5.1</b> Review, develop, update, implement and communicate policies	VP Academic	<ul style="list-style-type: none"> <li>Roll out employee and student workshops on gender violence</li> <li>Build in training at D2 (Leader's Forum) to introduce new policies and procedures</li> </ul>
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Develop a plan to research and adopt policies that support Indigenous education</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Participate in policy development and review discussions for compliance with legal duties, advancement of universal access model, development of comprehensive student support process for student admissions, progress, retention and success</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	DEPARTMENT	2018/19 INITIATIVES
<b>KSD #2 – Operational Excellence</b>		
	Human Resources	<ul style="list-style-type: none"> <li>■ Review A.3.1 Prevention of Harassment, Discrimination and Bullying Policy</li> </ul>
	Safety, Security & Risk Management	<ul style="list-style-type: none"> <li>■ Draft privacy and privacy breach policy</li> <li>■ Cannabis on campus</li> <li>■ Travel Risk Management</li> </ul>
	Finance/Procurement	<ul style="list-style-type: none"> <li>■ Review and update B.2.16 Travel Policy</li> <li>■ Update spending authority limit policy</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>		
<b>Goal 3.1 – Implement our financial strategy</b>		
<b>3.1.1</b> Meet our domestic and international enrolment targets	International Education	<ul style="list-style-type: none"> <li>Support agents and maintain agent relationships to ensure international enrolment targets are met</li> <li>Participate in educational fairs to recruit international students</li> <li>Travel to emerging markets to recruit international students</li> <li>Work with Deans to create realistic international enrolment targets</li> </ul>
<b>3.1.2</b> Meet our financial budget targets	VP Academic	<ul style="list-style-type: none"> <li>Explore Curriculum Development costing models</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>Meet or exceed our financial budget targets</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Develop department practice guidelines for Disability Services</li> <li>Review current scope of Disability Services for its educational mandate, professional jurisdiction, and legal duty</li> <li>Align hiring, training, and supervising of college funded contract student support workers to human resources process</li> <li>Determine appropriate legal and practical terms for operation of privately funded and arranged student support workers on campus</li> </ul>
	Finance/Institutional Research	<ul style="list-style-type: none"> <li>Review and improve enrolment and budget planning process</li> </ul>
<b>Goal 3.2 – Achieve our long-term growth strategy</b>		
<b>3.2.1</b> Carry out the annual integrated planning cycle	VP Admin	<ul style="list-style-type: none"> <li>Monitor, update and communicate status of goals, objectives and initiatives</li> <li>Initiate the next integrated college planning framework cycle – 2019/20</li> </ul>
<b>3.2.2</b> Develop long term strategic objectives	President	<ul style="list-style-type: none"> <li>The bridge between the new VCC Vision and Values and Integrated College Plan - develop the long term strategic objectives for the institution and present to the Board by fall 2018</li> </ul>
<b>Goal 3.3 – Grow our commercial services and other revenue</b>		

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>		
<b>3.3.1</b> Identify additional sources of revenue generation	Commercial Services	<ul style="list-style-type: none"> <li>■ Explore revenue opportunities to expand duplicating services</li> </ul>
	Facilities	<ul style="list-style-type: none"> <li>■ Explore opportunities to expand external room bookings</li> <li>■ Continue to explore opportunities to grow filming revenue</li> </ul>
<b>Goal 3.4 – College infrastructure renewal</b>		
<b>3.4.1</b> Develop campus master plan	VP Admin/VP Academic/President	<ul style="list-style-type: none"> <li>■ Develop a campus master plan for Broadway and Downtown campuses based on the 5-year academic plan and space utilization assessment               <ul style="list-style-type: none"> <li>➤ RFP for campus master plan proponent – late spring 2018</li> <li>➤ Chose proponent for campus master plan – summer 2018</li> <li>➤ Completion of Campus Master plan – fall 2019</li> <li>➤ Presentation of business case for capital investment – fall 2019/winter 2020</li> </ul> </li> </ul>
<b>3.4.2</b> Develop capital campaign plan	VP Admin/President	<ul style="list-style-type: none"> <li>■ Assess options for developing a capital campaign fundraising business case</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #4 – Reputation Management</b>		
<b>Goal 4.1 Increase brand awareness</b>		
<b>4.1.1</b> Branding strategy	Marketing	<ul style="list-style-type: none"> <li>■ Begin investigation and discovery phases of college-wide brand refresh or rebrand</li> <li>■ Implement digital strategy</li> <li>■ Roll-out current refreshed brand standards throughout the college</li> </ul>
<b>4.1.2</b> Fundraising	VCC Foundation	<ul style="list-style-type: none"> <li>■ Continue to grow student award and bursary funding</li> <li>■ Work with VCC on a plan for upcoming capital requests</li> <li>■ Execute at least one major fundraiser (Flourish) each year</li> <li>■ Cultivate alumni and PAC engagement – capitalizing on volunteerism and/or giving (this includes working with departments on alumni reunions, e.g. CAD/BIM group and Hospitality and deeper PAC engagement, e.g. HMT employers, etc.)</li> <li>■ Run two employee giving campaigns this fiscal (spring and late fall)</li> </ul>
<b>Goal 4.2 Improve internal and external communications</b>		
<b>4.2.1</b> Internal Communication - Academic	VP Academic/ Marketing	<ul style="list-style-type: none"> <li>■ Enhance the effectiveness and relevance of D2 (Leader’s Forum) by structuring in engagement, mentorship and trauma-informed approaches</li> <li>■ Expand lunch hour workshops through the Learning Conversation series</li> <li>■ Continue to meet twice a year with all Schools/ Departments on planning</li> <li>■ Establish working groups for mid-level managers to foster leaderships skills</li> <li>■ Establish a structure for Deans Assistant, Department Assistants and Program Assistants to network and support each other</li> <li>■ Expand use of D2 forum to engage academic and student services departments</li> <li>■ Expand resources available on myVCC</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Populate myVCC CS page with instructor and staff resources</li> </ul>



## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #4 – Reputation Management</b>		
	Student Development	<ul style="list-style-type: none"> <li>■ Regularize faculty &amp; staff support workshops on Duty to Accommodate &amp; Inquire and Disability Services Referral Process through internal department webpages, direct department outreach, and human resources</li> <li>■ Regularize annual Student Service Survey with Institutional Research to begin establishing baseline data on the utilization rate and scope of student services</li> </ul>
<b>4.2.2</b> Enhance internal communication tools and platforms	Marketing	<ul style="list-style-type: none"> <li>■ Implement tools and options for communicating information to the college community</li> <li>■ Develop and implement social media policy for college employees</li> </ul>
<b>4.2.3</b> External communications plan	Marketing/President	<ul style="list-style-type: none"> <li>■ Implement external outreach initiatives</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Develop robust content and student resources on CS landing page</li> <li>■ Create and Implement social media plan</li> <li>■ Increase advertising presence</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>■ Explore partnership with unions to incorporate Duty to Accommodate &amp; Inquire and Disability Services Referral Process in new student and new faculty/staff orientations</li> </ul>
<b>Goal 4.3 Improve student recruitment and retention process</b>		
<b>4.3.1</b> Create a strategic enrolment management acquisition strategy	VP Academic/ Marketing	<ul style="list-style-type: none"> <li>■ Establish the Student Recruitment working group of Strategic Enrolment Management (SEM)</li> <li>■ Develop and communicate short and long-term goals of the SEM Student Recruitment group</li> <li>■ Implement student recruitment plan</li> <li>■ Review Integrated Admissions Plan (Culinary pilot program) and recommend next steps</li> <li>■ Improve online acquisition process</li> <li>■ CASL audit and refresh</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #4 – Reputation Management</b>		
		<ul style="list-style-type: none"> <li>Support CRM implementation in partnership with IT</li> </ul>
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>Engage social media resources to promote programming</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Participate in curriculum, policy, and practice development and review discussions to support the Academic Departments for compliance with legal duties, advancement of universal access model, and development of comprehensive student support process for student admission, progress, retention and success</li> </ul>
<b>4.3.2</b> Student recruitment strategy for emerging International markets and new programs	International Education	<ul style="list-style-type: none"> <li>Investigate new agent relations and business partnerships with recruiters in emerging markets</li> <li>Connect with and support agents and business partners to promote new VCC programs</li> <li>Visit overseas agents to build relationships and capacity for marketing and recruiting</li> <li>Support/expand agent and business partner relationships</li> </ul> Note: These initiatives will continue over the life of the academic plan
<b>4.3.3</b> Recruitment campaign	Marketing	<ul style="list-style-type: none"> <li>Continuation of “Make your Mark” recruitment campaign in 2018</li> <li>Begin research for next recruitment campaign</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #5 – Business Development</b>		
<b>Goal 5.1 Develop new partnerships and collaborations</b>		
<b>5.1.1</b> Expand dual credit programming options by partnering with more school boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> <li>Based on the interest, enable high school students to enter the Pre-Health Sciences program as dual credit students over the duration of the academic plan</li> <li>Continue with Dual Credit programming in the Health Care Assistant program</li> </ul>
<b>5.1.2</b> Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> <li>Determine ongoing need of Acute Care Skills for Health Care Assistants</li> <li>Ensure Program Advisory Committee include appropriate representatives</li> <li>Continue to support initiatives with Metro Vancouver Alliance</li> <li>Implement a contract with the Aboriginal Community Career Services Society (ACCESS) re Access to Health Care</li> <li>Seek approval for one time funding to offer an extra intake of Health Care Assistant program starting November 2018</li> <li>Continue with external rentals of Dental spaces (Dental Tech, Denturist, Certified Dental Assisting and Dental Hygiene programs)</li> </ul>
	Arts & Sciences	<p><b>LINC:</b></p> <ul style="list-style-type: none"> <li>Pursue contract opportunities outside the classroom for companies that want to offer classes on-site</li> </ul> <p><b>Career Awareness:</b></p> <ul style="list-style-type: none"> <li>Develop increased practicum opportunities with BC Partners in Workforce Innovation</li> </ul>
	Trades, Technology & Design	<p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Update CNG program to meet changing industry needs</li> </ul>
	Hospitality, Food Studies & Applied Research	<ul style="list-style-type: none"> <li>Events Manager to recruit and support large scale catering events</li> <li>Target potential partnerships to expand Culinary Arts program with international institutions</li> </ul>

## 2018/19 Detailed Consolidated Goals, Objectives and Initiatives

OBJECTIVES	SCHOOL	2018/19 INITIATIVES
<b>KSD #5 – Business Development</b>		
		<ul style="list-style-type: none"> <li>■ Build relationships for international co-op placements for Hospitality students</li> </ul>
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Refine process related to internal and external partnerships</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>■ Explore mutually beneficial partnerships with external stakeholders such as community service agencies, school districts, and post secondary institutions for streamlined referral processes, expanded funding and support for students with disabilities, and collaboration for common initiatives such as mental health &amp; wellness and career services</li> </ul>
	Partnership Development	<ul style="list-style-type: none"> <li>■ Explore new corporate and not-for-profit partnership opportunities</li> <li>■ Implement mutually beneficial business partnerships with external stakeholders such as community development organizations, other post-secondary institutions, international institutions, etc.</li> </ul>
<p><b>5.1.3</b> Develop new international business partnerships to support international enrolment</p>	International Education	<ul style="list-style-type: none"> <li>■ Explore and implement mutually beneficial business partnerships with external stakeholders such as school districts, post-secondary institutions, private language schools, agency partners, etc. over the life of the academic plan</li> </ul>

## Appendix D – 2018 – 2023 Academic Plan

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## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
<b>Goal 1.1 – Deliver a superior student educational experience</b>						
<b>1.1.1</b> Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> <li>■ Investigate opportunity for Practical Nurse Refresher program</li> <li>■ Consider offering a 2 year Health Care Assistant ESL program for International students</li> <li>■ Consider development of a Post-Degree Diploma program in Health</li> </ul>				
	Hospitality, Food Studies & Applied Business	<b>Culinary Arts:</b> <ul style="list-style-type: none"> <li>■ Develop 6 month program for Italian students</li> <li>■ Pilot summer camp program</li> <li>■ Complete MOU with KPU for Culinary and Baking</li> </ul>	<b>Culinary Arts:</b> <ul style="list-style-type: none"> <li>■ Apprenticeship upgrade</li> <li>■ Possible new programming around agri food production</li> </ul> <b>Asian Culinary Arts:</b> <ul style="list-style-type: none"> <li>■ Expand curriculum</li> </ul>			

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<p>student pathways</p> <ul style="list-style-type: none"> <li>■ Develop new programming with KPU</li> <li>■ Develop Molecular Cuisine course for Red Seal chefs</li> </ul> <p><b>Asian Culinary Arts:</b></p> <ul style="list-style-type: none"> <li>■ Investigate International Cohort</li> <li>■ Bridge PC 1 and PC 2 with a session of Asian Culinary Arts</li> </ul> <p><b>Applied Business:</b></p> <ul style="list-style-type: none"> <li>■ Implement new Medical Transcriptionist program for internationally trained doctors if funding is secured</li> <li>■ Develop diploma program in Applied Business</li> </ul> <p><b>Hospitality:</b></p>	<p><b>Applied Business:</b></p> <ul style="list-style-type: none"> <li>■ Implement new Administrative Assistant and Legal Administrative Assistant Diploma programs</li> </ul> <p><b>Baking and Pastry Arts:</b></p> <ul style="list-style-type: none"> <li>■ Implement new diploma program</li> </ul> <p><b>Hospitality:</b></p> <ul style="list-style-type: none"> <li>■ Launch professional upgrading courses for industry professionals</li> </ul>			

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>Investigate professional upgrading courses for industry professionals</li> </ul>				
	Trades, Technology & Design	<p><b>Auto Service Technician:</b></p> <ul style="list-style-type: none"> <li>Update curriculum for harmonized program. Complete NATEF accreditation</li> </ul> <p><b>Auto Collision Refinishing:</b></p> <ul style="list-style-type: none"> <li>Develop Indigenous Pathway programs</li> </ul> <p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Launch new international diploma program first cohort</li> </ul> <p><b>Visual Communications Design:</b></p> <ul style="list-style-type: none"> <li>Design new pathways or modules for new diploma program</li> </ul>	<p><b>Auto Collision Refinishing:</b></p> <ul style="list-style-type: none"> <li>Create Journey person upgrading courses</li> </ul> <p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Run two international diploma cohorts</li> </ul> <p><b>Hair Design &amp; Skin &amp; Body Therapy:</b></p> <ul style="list-style-type: none"> <li>Launch Hairstylist Level 1 apprenticeship courses</li> </ul> <p><b>Computer Systems Technology:</b></p> <ul style="list-style-type: none"> <li>Begin CIPS accreditation process</li> </ul> <p><b>CAD/BIM:</b></p> <ul style="list-style-type: none"> <li>Launch first cohort of new curriculum for Mechanical</li> </ul>	<p><b>Auto Collision Refinishing:</b></p> <ul style="list-style-type: none"> <li>Develop Industry/Manufacturer courses</li> </ul> <p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Run Commercial Vehicle Inspector's Program (CVIP) courses</li> </ul> <p><b>Hair Design &amp; Skin &amp; Body Therapy:</b></p> <ul style="list-style-type: none"> <li>Develop Red Seal program for Skin &amp; Body Therapy</li> <li>Launch updated Cosmetology diploma</li> </ul> <p><b>Computer Systems Technology:</b></p>	<p><b>Auto Collision Refinishing:</b></p> <ul style="list-style-type: none"> <li>NATEF accreditation site evaluation</li> </ul> <p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Begin work on NATEF accreditation</li> </ul> <p><b>Hair Design &amp; Skin &amp; Body Therapy:</b></p> <ul style="list-style-type: none"> <li>Launch Red Seal program for Skin &amp; Body Therapy</li> </ul> <p><b>Computer Systems Technology:</b></p> <ul style="list-style-type: none"> <li>Launch security specialization program stream</li> <li>Develop co-op program option</li> </ul>	<p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>NATEF accreditation site visit and review</li> </ul> <p><b>Computer Systems Technology:</b></p> <ul style="list-style-type: none"> <li>Launch co-op program option</li> </ul>



## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>Develop bridge programs with Emily Carr, Capilano U and KPU</li> </ul> <p><b>Hair Design &amp; Skin &amp; Body Therapy:</b></p> <ul style="list-style-type: none"> <li>Launch Hairstylist Level 2 apprenticeship courses</li> </ul> <p><b>Computer Systems Technology</b></p> <ul style="list-style-type: none"> <li>Launch new program</li> </ul> <p><b>CAD/BIM</b></p> <ul style="list-style-type: none"> <li>Develop new curriculum for Mechanical CAD/BIM certificate program</li> </ul>	CAD/BIM certificate program	<ul style="list-style-type: none"> <li>Develop security specialization program stream</li> </ul> <p><b>CAD/BIM:</b></p> <ul style="list-style-type: none"> <li>Launch second cohort of new curriculum for Mechanical CAD/BIM certificate program</li> </ul> <p><b>Jewelry Arts and Design:</b></p> <ul style="list-style-type: none"> <li>Launch updated diploma program</li> </ul>		
	Arts & Sciences	<p><b>University Transfer:</b></p> <ul style="list-style-type: none"> <li>Implement Environmental Science Certificate</li> <li>Assess/adapt programs/courses to align with K-12 changes</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Design curriculum for enhanced Music Degree</li> <li>Select one post-baccalaureate program to develop</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Offer enhanced Music Degree</li> <li>Implement post-baccalaureate program</li> <li>Explore development of another post-</li> </ul>		

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>■ Explore new courses such as food chemistry, physics and music, organic chemistry, flexible pre-biology majors for Associate of Science degree</li> </ul> <p><b>Deaf and Hard of Hearing:</b></p> <ul style="list-style-type: none"> <li>■ Conduct needs assessment for advanced ASL, Deaf literature and Job Readiness Program</li> </ul> <p><b>Basic Education:</b></p> <ul style="list-style-type: none"> <li>■ Propose curriculum development for Basic Education Career Explorations tied to provincial labour market demand: Basic Literacy and Numeracy for Trades</li> </ul> <p><b>Music:</b></p>	<p><b>Deaf and Hard of Hearing:</b></p> <ul style="list-style-type: none"> <li>■ Design curriculum changes for advanced ASL, Deaf literature and Job Readiness Program</li> </ul> <p><b>University Transfer:</b></p> <ul style="list-style-type: none"> <li>■ Launch Associate of Arts and Associate of Science degrees</li> </ul>	baccalaureate program/module		

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>■ Conduct needs assessment for an enhanced Music Degree program</li> <li>■ Conduct needs assessment for post-baccalaureate programs and certificates, including teacher training workshops</li> </ul>				
	School of Instructor Education	<ul style="list-style-type: none"> <li>■ Needs assessment of an 18 month Post Graduate PIDP/eLearning Certificate working in conjunction with International and Pathways</li> <li>■ Review PIDP and ONEL curriculum, considering new pathways and structures</li> </ul>				
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Refine and implement assessment tool</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<p>to evaluate suitability of new programs and partnerships proposed to CS by internal and external stakeholders</p> <ul style="list-style-type: none"> <li>■ Develop new courses and programs as partnerships arise with external partners and other internal VCC departments</li> <li>■ Develop professional development courses in existing program areas</li> <li>■ Creation of new “one-off” courses in Culinary, Fashion, ECCE and Trades</li> </ul>				
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct Needs Assessment with local Indigenous communities to</li> </ul>

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		identify opportunities for VCC (community delivery)	identify opportunities for VCC (community delivery)	identify opportunities for VCC (community delivery)	identify opportunities for VCC (community delivery)	identify opportunities for VCC (community delivery)
<b>1.1.2</b> Renew programs that have not gone through renewal in the past five years	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Develop curriculum to support action items arising from program renewals               <ul style="list-style-type: none"> <li>➤ Administrative Assistant</li> <li>➤ Baking and Pastry Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Implement revised curriculum arising from program renewal</li> <li>■ Renew Diploma and Degree in Hospitality Management</li> </ul>	<ul style="list-style-type: none"> <li>■ Review new programming</li> <li>■ Implement renewal recommendations in Hospitality Management</li> </ul>		
	Health Sciences	<ul style="list-style-type: none"> <li>■ Health Unit Coordinator program (renewal)</li> <li>■ Practical Nursing (provincial renewal)</li> <li>■ Access to Practical Nursing (provincial program renewal)</li> <li>■ Pharmacy Technician program (renewal)</li> <li>■ Music Degree</li> </ul>	<ul style="list-style-type: none"> <li>■ Dental Reception Coordinator program (renewal)</li> <li>■ Health Care Assistant and Health Care Assistant ESL</li> <li>■ Bachelor of Sciences in Nursing Program (prep for CASN accreditation)</li> </ul>	<ul style="list-style-type: none"> <li>■ Medical Laboratory Assistant (MLA) program (renewal)</li> <li>■ Certified Dental Assisting (onsite and Distance)</li> </ul>	<ul style="list-style-type: none"> <li>■ Dental Technology Sciences program (renewal)</li> </ul>	<ul style="list-style-type: none"> <li>■ Denturist Sciences program</li> </ul>
	Trades, Technology & Design	<b>Jewelry Arts and Design:</b>	<b>Jewelry Arts and Design:</b>	<b>HAIR/SBT:</b>		

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>Update curriculum for Jewelry diploma program based upon renewal</li> </ul>	<ul style="list-style-type: none"> <li>Implement new technology, create new 3D software program</li> </ul> <p><b>HAIR/SBT:</b></p> <ul style="list-style-type: none"> <li>Begin program renewal work on Cosmetology diploma</li> </ul>	<ul style="list-style-type: none"> <li>Implement curriculum changes to Cosmetology diploma</li> </ul>		
	Arts & Sciences	<ul style="list-style-type: none"> <li>Deaf and Hard of Hearing Program</li> <li>Basic Education</li> <li>College &amp; Career Access</li> <li>ABE Intermediate Program for Youth</li> <li>Access to Career Education</li> <li>Academic Upgrading – Computers</li> <li>TESOL Certificate and Diploma</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> <li>■ CS formally reviews programs as follows: Year 1, Launch program renewal; Year 2, Ongoing renewal/Redesign; Year 3, Launch of New Program</li> <li>■ CS to initiate a “curriculum review and revision” for minor program changes and non-credit courses, as needed</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Ongoing renewal/program redesign of</li> </ul>	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Ongoing renewal (program redesign) of Business Leadership suite of programs</li> <li>■ Launch renewal of Wedding and Event Management Certificate</li> <li>■ Launch renewal of Interior Design Certificate</li> <li>■ Launch renewal of Building Manager Certificate</li> </ul>	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Launch renewal of Makeup Artistry Certificate (two years following curriculum review)</li> <li>■ Launch renewal of Fashion Merchandising Associate Certificate (two years following curriculum review and revision)</li> <li>■ Ongoing renewal (program redesign) of Building</li> </ul>	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Ongoing renewal (program redesign) of Make Up Artistry Certificate</li> <li>■ Ongoing renewal of Fashion Merchandising Associate Certificate</li> <li>■ Ongoing renewal (program redesign) of Office Administration suite of programs</li> <li>■ Ongoing renewal (program redesign) of</li> </ul>	<ul style="list-style-type: none"> <li>■ Update renewal matrix, based on market needs and changing priorities</li> </ul> <p><u>Specific Program Activities:</u></p> <ul style="list-style-type: none"> <li>■ Ongoing renewal (program redesign) of Wedding and Event Management certificate</li> <li>■ Ongoing renewal (program redesign) of Paralegal programs</li> <li>■ Ongoing creation of Counselling Skills diploma</li> <li>■ Launch renewal of Fashion Design and Production Diploma</li> <li>■ <u>Program Renewals</u> for</li> </ul>

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		Counselling Skills Programs (Foundation and Advanced Certificates) <ul style="list-style-type: none"> <li>■ Launch Curriculum Review and revision of Makeup Artistry Certificate</li> <li>■ Launch renewal of Business Leadership suite of programs</li> <li>■ Complete NETT renewal</li> <li>■ Launch of curriculum review and revision of Fashion Merchandising Associate Program</li> </ul>		Manager certificate <ul style="list-style-type: none"> <li>■ Ongoing renewal (program redesign) of Interior Design Certificate</li> <li>■ Launch renewal of Office Administration suite of programs</li> <li>■ Launch of Business &amp; Technical Writing certificate</li> <li>■ Develop curriculum for Counselling Diploma</li> </ul>	Business & Technical Writing certificate	the future: ECCE, MDRT
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Complete Education Services Renewal for the Library</li> </ul>				



## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
<b>1.1.3</b> Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> <li>■ Dental Technology Sciences – implement Year 2</li> <li>■ Bachelor Of Allied Science in Dental Hygiene degree – achieve DQAB and Board approval</li> <li>■ Denturist Sciences Program – achieve Ministry and Board approval</li> <li>■ Occupational/ Physical Therapist Assistant program – implement major changes Year 1</li> <li>■ Acute Care Skills for Health Care Assistants – implement approved changes</li> </ul>	<ul style="list-style-type: none"> <li>■ Bachelor of Applied Science in Dental Hygiene degree – implement Year 1</li> <li>■ Denturist Sciences Program – implement Year 1</li> <li>■ Occupational/ Physical Therapist Assistant program – implement major changes Year 2</li> <li>■ Practical Nursing and Access to Practical Nursing Programs – implement changes to the Provincial Curriculum Year 1</li> </ul>	<ul style="list-style-type: none"> <li>■ Bachelor of Applied Science in Dental Hygiene degree – implement Year 2</li> <li>■ Denturist Sciences Program – implement Year 2</li> <li>■ Practical Nursing and Access to Practical Nursing Programs – implement changes to the Provincial Curriculum Year 1</li> </ul>	<ul style="list-style-type: none"> <li>■ Bachelor of Applied Science in Dental Hygiene degree – implement Year 3</li> <li>■ Denturist Sciences Program – implement Year 3</li> </ul>	<ul style="list-style-type: none"> <li>■ Bachelor of Applied Science in Dental Hygiene degree – implement Year 4</li> </ul>

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>Pre-Health Sciences – implement new program</li> </ul>				
	Continuing Studies	<ul style="list-style-type: none"> <li>Implement and launch ECCE Diploma/Post Basic Programs</li> </ul>	<ul style="list-style-type: none"> <li>Implement and launch Counselling Skills (Foundations and Advanced Certificates)</li> </ul>	<ul style="list-style-type: none"> <li>Implement and launch Business Leadership suite of programs</li> </ul>	<ul style="list-style-type: none"> <li>Implement and launch Building Manager certificate</li> <li>Implement and launch Interior “Decorating” certificate</li> </ul>	<ul style="list-style-type: none"> <li>Implement and launch Office Admin</li> <li>Implement and launch Business and Technical Writing Certificate</li> </ul>
	School of Instructor Education	<ul style="list-style-type: none"> <li>Develop a 3-5 year Action Plan from the recommendations from the renewal</li> <li>Implement first year changes from the Action Plan</li> </ul>				
<b>1.1.4</b> Identify, promote, support articulation and transferability of courses/programs	Registrar’s Office	<ul style="list-style-type: none"> <li>Codify and catalogue all previous transfer credit rulings that have been made and start to build these into Banner</li> <li>Assess VCC articulation</li> </ul>	<ul style="list-style-type: none"> <li>Roll out of transfer articulation portion of Banner by building out information from the five most popular receiving institutions</li> </ul>			

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		information in BCCAT. Focus on areas of need which should be addressed and commence articulating courses from other institutions to position VCC as a receiving institution				
	Arts & Sciences		<ul style="list-style-type: none"> <li>Explore potential pathway to graduate MA or MEd TESOL programs at UBC or SFU whereby they recognize VCC TESOL programs for credit</li> </ul>			
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>Explore articulation agreements for international exchanges for Hospitality, Culinary and Baking students</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
<b>1.1.5</b> Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	Health Sciences	<ul style="list-style-type: none"> <li>Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>Achieve highest levels of accreditation/program approval possible</li> </ul>	<ul style="list-style-type: none"> <li>Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>Achieve highest levels of accreditation/program approval possible</li> </ul>	<ul style="list-style-type: none"> <li>Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>Achieve highest levels of accreditation/Program approval possible</li> </ul>	<ul style="list-style-type: none"> <li>Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>Achieve highest levels of accreditation/program approval possible</li> </ul>	<ul style="list-style-type: none"> <li>Make recommended curriculum revisions to address national/provincial standards and accreditation reports</li> <li>Achieve highest levels of accreditation/program approval possible</li> </ul>
	Trades, Technology & Design	<b>Auto Service Technician:</b> <ul style="list-style-type: none"> <li>NATEF accreditation</li> </ul>	<b>Computer Systems Technology:</b> <ul style="list-style-type: none"> <li>CIPS accreditation</li> </ul>	<b>Auto Collision Repair:</b> <ul style="list-style-type: none"> <li>Instructor ASE certification</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Instructor ASE certification</li> </ul>	<b>Auto Collision Repair:</b> <ul style="list-style-type: none"> <li>NATEF accreditation</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Instructor ASE certification</li> </ul>	
<b>1.1.6</b> Develop a Scholarship and Research Initiatives Plan	Library, Teaching & Learning Services/ Vice President Academic	<ul style="list-style-type: none"> <li>Initiation of Student Research Day</li> <li>Improve awareness of national research funding opportunities through workshops and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Creation of Office for Applied Research Development</li> <li>Continue to develop partnerships with other post-secondary institutions</li> </ul>	<ul style="list-style-type: none"> <li>Review policies related to Applied Research</li> </ul>	<ul style="list-style-type: none"> <li>Review of Library resources to ensure support for faculty and student research needs</li> </ul>	

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<ul style="list-style-type: none"> <li>■ Develop Library Research Framework</li> <li>■ Library pursue Institutional Repository to archive and make accessible VCC's research output</li> </ul>				
	Health Sciences	<ul style="list-style-type: none"> <li>■ Increase research/ scholarship capacity in the Bachelor of Sciences in Nursing Program</li> <li>■ Implement strategies to support research activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement strategies to support ongoing research activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement strategies to support ongoing research activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement strategies to support ongoing research activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement strategies to support ongoing research activities</li> </ul>
	Arts & Sciences		<ul style="list-style-type: none"> <li>■ Establish connections with SFU and UBC TESOL MA and MEd programs for graduate level research initiatives using the VCC EAL student population</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>Explore Foods research with external partners</li> </ul>	<ul style="list-style-type: none"> <li>Explore Foods research with external partners</li> </ul>	<ul style="list-style-type: none"> <li>Implement Foods research with external partners</li> </ul>		
	Vice President Academic	<ul style="list-style-type: none"> <li>Host annual President's Research Symposium</li> <li>Launch President's Research Fund</li> </ul>	<ul style="list-style-type: none"> <li>Grow President's Research Fund and seek collaborations with other PSIs and industry</li> </ul>			
<b>1.1.7</b> Develop new programs and build capacity in existing programs for international students	International Education	<ul style="list-style-type: none"> <li>Launch Business and Project Management Post Degree Diploma</li> <li>Launch Heavy Mechanical Technology Diploma</li> <li>Plan for additional International cohorts in Post-Degree Diplomas</li> <li>Build capacity in UT courses</li> </ul>	<ul style="list-style-type: none"> <li>Plan for additional international cohorts in Trades, Technology, Hospitality &amp; Business programs</li> <li>Plan for additional post-degree diplomas</li> <li>Examine options for evening/ weekend cohorts and programs</li> <li>Build capacity in UT courses and programs</li> </ul>	<ul style="list-style-type: none"> <li>Plan for additional international cohorts in Trades, Technology, Hospitality and Business programs</li> <li>Plan for additional post-degree diplomas</li> <li>Offer evening/ weekend cohorts and programs</li> <li>Build capacity in UT courses and programs</li> </ul>	<ul style="list-style-type: none"> <li>Plan for additional international cohorts in Trades, Technology, Hospitality and Business programs</li> <li>Plan for additional post-degree diplomas</li> <li>Offer evening/ weekend cohorts and programs</li> <li>Build capacity in UT courses and programs</li> </ul>	
<b>1.1.8</b> Ensure programs have active program	All Schools/ Vice President Academic	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>	<ul style="list-style-type: none"> <li>Host college wide PAC event</li> </ul>

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
advisory committees and effective partnerships with industry/community	Continuing Studies	<ul style="list-style-type: none"> <li>Continue to expand and launch the number of PACs for all CS programming areas</li> </ul>				
	School of Instructor Education	<ul style="list-style-type: none"> <li>Re-establish PAC</li> </ul>				
<b>1.1.9</b> Develop supportive partnerships within the academy and student service departments to ensure a positive experience for Indigenous students	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Develop an Indigenization strategy</li> </ul>				
	Health Sciences	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Implement strategies to support Indigenous students</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>In conjunction with Indigenous Education, explore liaison and/or regular meeting approach to regularize communication, strengthen working relationship and realize synergy in</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		overlapping service scope				
<b>Goal 1.2 – Enhanced instruction, instructional strategy and educational technology</b>						
<b>1.2.1</b> Develop an online educational technology strategy	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Develop an online learning strategy</li> <li>■ Post and hire an Instructional Designer manager position</li> <li>■ Implementation of online learning strategy over the duration of the current academic plan</li> <li>■ Continue to offer Moodle workshops and development opportunities for the college</li> <li>■ Expand e-textbook and e-learning platform use. Establish set procedures/ guidelines for e-text adoption.</li> </ul>	<ul style="list-style-type: none"> <li>■ Implementation of online learning strategy over the duration of the current academic plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Implementation of online learning strategy over the duration of the current academic plan</li> </ul>		
	Arts & Sciences	<ul style="list-style-type: none"> <li>■ Expansion of blended delivery option for ESL</li> </ul>				



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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		Pathways courses to include all of levels 7 and 8				
	Trades, Technology & Design	<b>Automotive Service Technician:</b> <ul style="list-style-type: none"> <li>Increase OER use by 10%</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Develop Moodle courses apprenticeship level 2</li> </ul> <b>CAD &amp; BIM:</b> <ul style="list-style-type: none"> <li>Implement instructor skills training plan</li> </ul>	<b>Automotive Service Technician:</b> <ul style="list-style-type: none"> <li>Increase OER use by 10%</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Develop Moodle courses apprenticeship level 3</li> </ul>	<b>Automotive Service Technician:</b> <ul style="list-style-type: none"> <li>Increase OER use by 10%</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Develop Moodle courses apprenticeship level 4</li> </ul>	<b>Automotive Service Technician:</b> <ul style="list-style-type: none"> <li>Increase OER use by 10%</li> </ul> <b>Heavy Mechanical Trades:</b> <ul style="list-style-type: none"> <li>Develop Moodle courses international diploma</li> </ul>	<b>Computer Systems Technology:</b> <ul style="list-style-type: none"> <li>Develop online courses for first year classes</li> </ul>
	School of Hospitality, Food Studies and Applied Business	<b>Culinary Arts:</b> <ul style="list-style-type: none"> <li>Expand e-text offerings</li> <li>Expand on-line offerings</li> </ul> <b>Hospitality:</b> <ul style="list-style-type: none"> <li>Develop on-line courses for diploma in HM</li> <li>Expand e-text offerings</li> <li>Expand on-line offerings</li> </ul> <b>Applied Business:</b> <ul style="list-style-type: none"> <li>Develop on-line courses for diploma program</li> </ul>	<b>Culinary Arts:</b> <ul style="list-style-type: none"> <li>Expand e-text offerings</li> <li>Expand on-line offerings</li> </ul> <b>Hospitality:</b> <ul style="list-style-type: none"> <li>Develop on-line courses for diploma and degree in HM</li> <li>Expand e-text offerings</li> <li>Expand on-line offerings</li> </ul> <b>Applied Business:</b> <ul style="list-style-type: none"> <li>Launch on-line courses for</li> </ul>	<b>Hospitality:</b> <ul style="list-style-type: none"> <li>Develop on-line courses for diploma and degree in HM</li> </ul>		

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		in Applied Business	diploma program in Applied Business			
<b>1.2.2</b> Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> <li>■ Expand the use of Simulation in the Nursing labs</li> <li>■ Submit capital request for new video recording technology in the Simulation Lab</li> <li>■ Submit capital request for new Denturist Sciences technology</li> <li>■ Advocate for Coordinator and Technician support in the Simulation Lab</li> <li>■ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>	<ul style="list-style-type: none"> <li>■ Replace aging simulators in the Nursing Simulation Lab to meet enhanced use (submit capital request)</li> <li>■ Continue to research new technologies in all program areas</li> <li>■ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>	<ul style="list-style-type: none"> <li>■ Continue to research new technologies in all program areas</li> <li>■ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>	<ul style="list-style-type: none"> <li>■ Continue to research new technologies in all program areas</li> <li>■ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>	<ul style="list-style-type: none"> <li>■ Continue to research new technologies in all program areas</li> <li>■ Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences</li> </ul>
	Trades, Technology & Design	<b>Automotive Collision and Refinishing:</b> <ul style="list-style-type: none"> <li>■ Use of virtual</li> </ul>	<b>Jewelry Arts and Design:</b> <ul style="list-style-type: none"> <li>■ 3D Design and Printing of</li> </ul>		<b>Computer Systems Technology:</b> <ul style="list-style-type: none"> <li>■ Development of IOT devices</li> </ul>	<b>Computer Systems Technology:</b> <ul style="list-style-type: none"> <li>■ Development of AR/VR programs</li> </ul>

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		welding simulators and virtual paint simulators	Jewelry			
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Implement Institutional Learning Outcomes across College</li> <li>■ Investigate feasibility of Blackboard Ally accessibility software</li> <li>■ If funded, implementation plan for Kaltura video hosting and streaming service</li> <li>■ Implementation of Library Technology Plan (e.g. replace ILS)</li> </ul>				
	Arts & Sciences	<b>LINC:</b> <ul style="list-style-type: none"> <li>■ Expand online delivery using eduLINC and Moodle</li> </ul>				
	Vice President Academic	<ul style="list-style-type: none"> <li>■ Host annual Education Technology Showcase</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Indigenous Education & Community Engagement		<ul style="list-style-type: none"> <li>Replace aging computer stations in Gathering Places (submit capital request)</li> </ul>			
<b>1.2.3</b> Continue to develop Learning Commons	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>Explore long term goals for Learning Commons</li> <li>Implement Learning Commons initiatives</li> </ul>				
<b>Goal 1.3 –Deliver superior student services</b>						
<b>1.3.1</b> Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> <li>Advocate for longitudinal research studies to review success based on admission requirements</li> </ul>				
	Vice President Academic	<ul style="list-style-type: none"> <li>Conduct review for targeted programs and bring forward changes through governance</li> <li>Raise student awareness of student development services through</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate new English Language Proficiency Requirements and modify as required</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		<p>the Strategic Enrolment Management (SEM) working group</p> <ul style="list-style-type: none"> <li>Provide training and development opportunities on cultural awareness amongst VCC employees and students</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Participate in Educational Services Review</li> <li>Participate in cultural competency workshops and initiatives</li> <li>In conjunction with SUVCC, evaluate student life initiatives and create recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Act on recommendations from Educational Services Review process</li> <li>Spearhead funding proposals for enhancing Adult Special Education programming</li> </ul>	<ul style="list-style-type: none"> <li>Review and update policies and procedures related to safe learning environments, student conduct and procedural fairness</li> <li>Implement projects to enhance Adult Special Education (ASE) programming</li> <li>Implement business case for diversified revenue-</li> </ul>	<ul style="list-style-type: none"> <li>Continue ASE programming initiatives</li> </ul>	

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Arts & Sciences	<b>College and Career Access:</b> <ul style="list-style-type: none"> <li>■ Creation of an ABE Hub that would bring all adult upgrading programming together in the same space, and include intake, assessment and advising support to optimally plan an educational pathway for students. In addition to offering a variety of delivery options – self paced, class-based, and blended (online/self-paced)</li> </ul>		generating services		

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Hospitality, Food Studies & Applied Business	<b>Hospitality Management:</b> <ul style="list-style-type: none"> <li>■ Pilot English language support for domestic and international students</li> <li>■ Pilot EAL support for Hospitality instructors</li> </ul>	<b>Hospitality Management:</b> <ul style="list-style-type: none"> <li>■ Adoption of English language support for domestic and international students</li> <li>■ Adoption of EAL support for Hospitality instructors</li> </ul>			
	Registrar's Office	<ul style="list-style-type: none"> <li>■ Revision to admissions process estimated to go live in March, 2018. Additional clean up and supporting reporting of Admission/Registration reports planned to come online shortly after.</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional revision to admissions processes including the elimination of wait lists as necessitated by revision to Education Planner common application service</li> </ul>			
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Evaluate changes made to CS online registration; make further improvements as required</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>Continue 3-year research study on impact of Learning Centre tutoring on student success. Begin analysis.</li> </ul>				
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Review support services for Indigenous learners currently offered through IECE</li> <li>Review and update policies and procedures related to safe use of Gathering Places</li> </ul>	<ul style="list-style-type: none"> <li>Participate in educational services review</li> </ul>	<ul style="list-style-type: none"> <li>Act on recommendations from educational services review</li> </ul>		
<b>1.3.2</b> Provide timely and relevant international student support	International Education	<ul style="list-style-type: none"> <li>Engage with Deans and Dept. Heads to ensure intercultural and English language support for international students and faculty</li> <li>Hire RISIA certified Manager, International Student Services to provide</li> </ul>	<ul style="list-style-type: none"> <li>Continue to engage with Deans and Dept. Heads to ensure intercultural and English language support for international students</li> <li>Hire RISIA certified international student coordinator to provide</li> </ul>	<ul style="list-style-type: none"> <li>Identify and operationalize projects to enhance the academic and personal success of international students</li> <li>Increase capacity within International Education to provide timely and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Identify and operationalize projects to enhance the academic and personal success of international students</li> <li>Increase capacity within International Education to provide timely and relevant</li> </ul>	



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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #1 – Educational Quality</b>						
		immigration-related student support <ul style="list-style-type: none"> <li>■ Evaluate processes and implement strategies to increase efficiencies in international student support in relation to admission and advising</li> <li>■ Liaise with VCC India office to ensure timely and relevant international student support for Indian students</li> </ul>	immigration-related student support <ul style="list-style-type: none"> <li>■ Increase capacity within International Education to provide timely and relevant international student support</li> </ul>	international student support	international student support	

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
<b>Goal 2.1 – Develop efficient systems and collaborative communication</b>						
<b>2.1.1</b> Evaluate current functions/processes in order to streamline, reduce manual input and duplication	Institutional Research	<ul style="list-style-type: none"> <li>■ Conduct labour market research for new program development and program renewals</li> <li>■ Transition from COGNOS to Tableau reporting</li> <li>■ Develop and communications strategy for the deployment of data, Information and insight</li> <li>■ Increase course evaluations</li> <li>■ Increase program evaluations</li> <li>■ Develop College, School and ORG profiles</li> <li>■ Data quality</li> <li>■ Data integrity</li> <li>■ Quality Assurance</li> <li>■ Develop a self-service model</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct labour market research for new program development and program renewals</li> <li>■ Development of a data analytics dashboard College, School and ORG</li> <li>■ Data quality</li> <li>■ Data integrity</li> <li>■ Quality Assurance</li> <li>■ Prepare report on the development and implementation of a VCC Data-mart</li> <li>■ Continue to support the College, Schools and Departments with student surveys</li> <li>■ Deploy the Student</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct labour market research for new program development and program renewals</li> <li>■ Data quality</li> <li>■ Data integrity</li> <li>■ Quality Assurance</li> <li>■ Implementation of a VCC Data-mart</li> <li>■ Continue to support the College, Schools and Departments with student surveys</li> <li>■ Deploy the New Students Survey</li> <li>■ Complete all Ministry submissions and reporting requirements</li> </ul>		

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		for reporting of student data <ul style="list-style-type: none"> <li>■ Research into the development of a VCC Data-mart</li> <li>■ Continue to support the College, Schools and Departments with student surveys</li> <li>■ Deploy the Student Development student survey</li> <li>■ Complete all Ministry submissions and reporting requirements</li> </ul>	Development student survey <ul style="list-style-type: none"> <li>■ Complete all Ministry submissions and reporting requirements</li> </ul>			
	Registrar's Office	<ul style="list-style-type: none"> <li>■ Introduction of real term admissions processing and supporting reporting changes</li> <li>■ Course clean up within Banner to better support timetabling processing and</li> </ul>	<ul style="list-style-type: none"> <li>■ Pre-requisite checking clean up within Banner</li> <li>■ Priority registration configuration and implementation</li> <li>■ Ongoing development of standardization</li> </ul>	<ul style="list-style-type: none"> <li>■ Education Planner Transcript Exchange implementation</li> </ul>		

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		EMS implementation <ul style="list-style-type: none"> <li>■ Build out of detailed project plan to track inventory, decision points and develop a decision log that tracks information related to assessment and changes within Banner</li> <li>■ CAPP implementation commences.</li> <li>■ Support for Banner 9 upgrade and retraining Banner Student users</li> <li>■ Development of standardized documentation related to Banner processes</li> <li>■ Full EMS implementation</li> </ul>	of processes with information available online <ul style="list-style-type: none"> <li>■ Implementation of End of Term processing</li> <li>■ Graduation processing clean up within Banner</li> <li>■ Assessment Test Result clean up within Banner</li> <li>■ Student Development Banner system review with recommendations</li> </ul>			
	Vice President Academic	<ul style="list-style-type: none"> <li>■ Support SEM working groups'</li> </ul>	<ul style="list-style-type: none"> <li>■ Review internal and external</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		goals in student recruitment, student retention, data management and teaching/learning space needs <ul style="list-style-type: none"> <li>■ Pilot more programs as part of ELPR project</li> <li>■ Participate in Ministry's Quality Assurance Process Audit (QAPA) Review</li> <li>■ Implement Program Renewal process</li> <li>■ Implement Curriculum Management Software (CourseLeaf) and align with public website</li> </ul>	partnerships with respect to advising and counselling of sequential students and international student support <ul style="list-style-type: none"> <li>■ Respond to Ministry's recommendation from Quality Assurance Process Audit (QAPA) Review</li> </ul>			
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>■ Review and update Gateways program evaluation procedure to ensure student</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		feedback is captured				
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Seek approval to implement a new online “shopping cart” registration system</li> <li>■ Implement new course evaluation processes across CS</li> <li>■ Improve online registration experience</li> <li>■ Implement and refine monthly reporting structure</li> <li>■ Implementation of revised marketing strategies</li> </ul>				
<b>2.1.2</b> Identify, evaluate, recommend and implement software applications to increase efficiencies	International Education	<ul style="list-style-type: none"> <li>■ Evaluate software options, including Banner, for efficient agent and service commission tracking, billing and invoicing</li> </ul>	<ul style="list-style-type: none"> <li>■ Examine international processes and initiate strategies to increase efficiencies through technology and automation as</li> </ul>			

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		<ul style="list-style-type: none"> <li>■ Participate in and investigate options for CRM</li> <li>■ Examine current international admissions processes and initiate strategies to increase efficiencies through technology and automation</li> </ul>	required throughout the life of the academic plan			
	Student Development	<ul style="list-style-type: none"> <li>■ Participate in CRM discussions and ensure the requirements of all 8 service departments are captured in the new system</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement and operationalize the new CRM customized to each department</li> <li>■ Provide adequate training and support to staff and faculty in each department</li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor department utilization rate and compliance, and provide additional training and support where needed</li> <li>■ Begin compiling data for baseline interpretations</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop consistent, reliable and evidence based case management approach using the new CRM</li> <li>■ Continue to monitor department utilization rate and compliance, and provide additional training and support where needed</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement new case management strategies</li> <li>■ Continue to monitor department utilization rate and compliance, and provide additional training and support where needed</li> </ul>

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
<b>Goal 2.2 – Ensure a safe student and working environment</b>						
<b>2.2.1</b> Ensure compliance with WorkSafe BC and other safety regulations	Trades, Technology & Design	<b>Automotive Service Technician</b> <b>Automotive Collision and Refinishing:</b> <ul style="list-style-type: none"> <li>Upgrade shop space and classrooms' capacities</li> </ul>	<b>Automotive Service Technician</b> <b>Automotive Collision and Refinishing:</b> <ul style="list-style-type: none"> <li>Upgrade shop space and classrooms' capacities</li> </ul>	<b>Automotive Service Technician</b> <b>Automotive Collision and Refinishing:</b> <ul style="list-style-type: none"> <li>Upgrade shop space and classrooms' capacities</li> </ul>		
	Student Development	<ul style="list-style-type: none"> <li>Review current scope of Disability Services for its educational mandate, professional jurisdiction, and legal duty</li> <li>Align hiring, training, and supervising of college funded contract student support workers to human resources process</li> <li>Determine appropriate legal and practical terms for operation of privately funded</li> </ul>	<ul style="list-style-type: none"> <li>Implement determined strategies</li> </ul>			



## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		and arranged student support workers on campus				
<b>2.2.2</b> Focus on promoting Health and Wellness	Health Sciences	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>	<ul style="list-style-type: none"> <li>Support Health and Wellness initiatives for students and staff for the duration of the academic plan</li> </ul>
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>Initiate Positive Space training for LLC employees and establish service/space guidelines</li> <li>Create plan for mental health, wellness, and sense of community services in LLC</li> </ul>				
	Vice President Academic	<ul style="list-style-type: none"> <li>Implement initiatives from Health &amp; Wellness Plan</li> <li>Advocate the importance of mental health at provincial forums and events such as</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		the Festival of Learning				
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>	<ul style="list-style-type: none"> <li>Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>	<ul style="list-style-type: none"> <li>Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>	<ul style="list-style-type: none"> <li>Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>	<ul style="list-style-type: none"> <li>Support health &amp; wellness initiatives for students, staff and Elders</li> </ul>
	Student Development	<ul style="list-style-type: none"> <li>Regularize annual safety &amp; security protocols review and workplace discrimination, harassment and violence training for staff and faculty in all 8 service departments</li> <li>Support socials, PD/CD, and other mental health &amp; wellness initiatives</li> </ul>				
<b>Goal 2.3 – Maximize our campus facilities and resources</b>						
2.3.1 Assess space requirements and utilization	Health Sciences	<ul style="list-style-type: none"> <li>Secure a consultant to advise on renovations to the Dental spaces to accommodate new Denturist</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		Sciences program including an additional Dental clinic <ul style="list-style-type: none"> <li>■ Enhance physical space for Dental Technology Sciences, Denturist and other dental programs for the duration of the academic plan</li> <li>■ Increase number of computers/ desks and chairs in computer labs to accommodate large section sizes (Practical Nursing and Dental Technology Sciences)</li> <li>■ Begin renovations to Dental Technology Sciences and Denturist physical space (labs and clinic)</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		to be able to accommodate annual intakes of students				
	Student Development	<ul style="list-style-type: none"> <li>■ Explore and implement an interim design for Downtown Campus Student Development Area that includes at least six new soundproof private exam rooms for Disability Services</li> <li>■ Review the current space and signage arrangements of Student Development presence at Annacis Island</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify access to shared and/or designated computer lab for use by the Assessment Centre</li> </ul>			
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Identify space for possible new Post-Degree Diploma – September 2018</li> <li>■ Work with RPG on a redesign of the Culinary/</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		Baking and Hospitality				
	Arts & Sciences	<ul style="list-style-type: none"> <li>Conduct needs assessment for UT programming</li> </ul>				
	Registrar’s Office	<ul style="list-style-type: none"> <li>Look to leverage opportunities for creating new pathways into programming via flexible admission policy</li> </ul>				
	Continuing Studies	<ul style="list-style-type: none"> <li>Optimize CS space for customer service and advising</li> </ul>	<ul style="list-style-type: none"> <li>Continued optimization of CS space for customer service and advising</li> </ul>			
<b>Goal 2.4 – Develop a high-performing college team</b>						
<b>2.4.1</b> Implement an enhanced performance management system	Vice President Academic	<ul style="list-style-type: none"> <li>Implement Faculty Performance Appraisal cycle throughout the life of the academic plan</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Ensure performance appraisals and strength &amp; development reviews occur as per schedule prescribed in the</li> </ul>	<ul style="list-style-type: none"> <li>Monitor department utilization rate and compliance of appraisals and reviews, and annual checklist</li> </ul>		<ul style="list-style-type: none"> <li>Lead service renewals for Advising and Disability Services</li> </ul>	<ul style="list-style-type: none"> <li>Lead service renewals for Offices of Arbiter of Student Issues and Officer of Student Conduct &amp; Judicial Affairs</li> </ul>

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		collective agreements <ul style="list-style-type: none"> <li>■ Develop a standard annual checklist to document and track: vacation accruals, sick day usage, PD/CD access, etc</li> <li>■ Lead service renewals for Counselling and Interpreting Services</li> </ul>	<ul style="list-style-type: none"> <li>■ Lead service renewals for Assessment Centre, Peer Helpers, and Reception Services</li> </ul>			
<b>2.4.2</b> Assess employee needs and develop a training plan	Vice President Academic	<ul style="list-style-type: none"> <li>■ Implement employee Training Plan with Department Leaders and Leadership Team</li> </ul>				
	Continuing Studies	<ul style="list-style-type: none"> <li>■ Develop a standard operating procedures manual for all business practices</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>■ Identify common professional</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement, review and improve</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		development opportunities across all 8 service departments and streamline their access for cost efficiency and team building <ul style="list-style-type: none"> <li>■ Budget and schedule regular team socials</li> <li>■ Promote and track utilization of free and open college and public resources by staff and faculty</li> <li>■ Re-establish VCC participation at National and International platforms for service departments in post secondary institutions</li> <li>■ Explore internal college collaboration for one-on-one mentorship</li> </ul>	identified strategies			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		<ul style="list-style-type: none"> <li>Identify occasions and opportunities to strengthen working relationship and communication with academic departments and internal stakeholders</li> </ul>				
<b>2.4.3</b> Enhance Staff Orientation	Continuing Studies	<ul style="list-style-type: none"> <li>Implement orientation and exit checklists</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Regularize annual safety &amp; security protocols review and workplace discrimination, harassment and violence training for staff and faculty in all 8 service departments</li> <li>Develop department specific new staff and faculty orientation and exit checklists in all 8 service departments</li> </ul>	<ul style="list-style-type: none"> <li>Implement orientation and exit checklists</li> </ul>			



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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
<b>Goal 2.5 – Review, develop, update and communicate policies</b>						
<b>2.5.1</b> Review, develop, update, implement and communicate policies	Vice President Academic	<ul style="list-style-type: none"> <li>Roll out employee and student workshops on gender violence</li> <li>Build in training at D2 (Leader’s Forum) to introduce new policies and procedures</li> </ul>				
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> <li>Develop a plan to research and adopt policies that support Indigenous education</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Participate in policy development and review discussions for compliance with legal duties, advancement of universal access model, development of comprehensive student support process for student</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #2 – Operational Excellence</b>						
		admissions, progress, retention and success				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>						
<b>Goal 3.1 – Implement our financial strategy</b>						
<b>3.1.1</b> Meet our domestic and international enrolment targets	International Education	<ul style="list-style-type: none"> <li>■ Work with Deans to create realistic international enrolment targets</li> <li>■ Support agents and maintain agent relationships to ensure international enrolment targets are met</li> <li>■ Participate in local, national and international educational fairs to recruit international students</li> <li>■ Travel to emerging markets to recruit international students</li> <li>■ Implement diversification strategy</li> </ul>	<ul style="list-style-type: none"> <li>■ Work with Deans to create realistic international enrolment targets</li> <li>■ Support agents and maintain agent relationships to ensure international enrolment targets are met</li> <li>■ Participate in local, national and international educational fairs to recruit international students</li> <li>■ Travel to emerging markets to recruit international students</li> <li>■ Monitor and adjust diversification</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>						
		<ul style="list-style-type: none"> <li>■ Support VCC India office in marketing and recruiting in India</li> <li>■ Streamline admissions processes to ensure that practices support meeting enrolment targets</li> <li>■ Examine strategies for recruiting more local international students</li> <li>■ Monitor impact of IRCC SDS changes</li> </ul>	<p>strategy as required</p> <ul style="list-style-type: none"> <li>■ Support VCC India office in marketing and recruiting in India</li> <li>■ Monitor admissions processes to ensure that practices support meeting enrolment targets</li> <li>■ Examine strategies for recruiting more local international students</li> </ul> <p><u>Note:</u> Each of these initiatives will be pursued over the course of the five-year academic plan</p>			
<b>3.1.2</b> Meet our financial budget targets	Vice President Academic	<ul style="list-style-type: none"> <li>■ Explore Curriculum Development costing models</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>						
	Continuing Studies	<ul style="list-style-type: none"> <li>Meet or exceed our financial budget targets</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Develop department practice guidelines for Disability Services</li> <li>Review current scope of Disability Services for its educational mandate, professional jurisdiction, and legal duty</li> <li>Align hiring, training, and supervising of college funded contract student support workers to human resources process</li> <li>Determine appropriate legal and practical terms for operation of privately funded and arranged</li> </ul>	<ul style="list-style-type: none"> <li>Implement identified strategies</li> </ul>			

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #3 – Financial Stability and Sustainability</b>						
		student support workers on campus				
<b>Goal 3.2 – Achieve our long term growth strategy</b>						
<b>3.2.2</b> Develop Facilities Master Plan	All areas	<ul style="list-style-type: none"> <li>■ Participate in consultation activities and other preparation required to create a Campus master Plan</li> <li>■ Actively contribute to the development of a 5 year Space Plan</li> </ul>				
<b>Goal 3.3 – Grow our commercial services revenue</b>						
<b>3.3.1</b> Identify additional sources of revenue generation	Student Development		<ul style="list-style-type: none"> <li>■ Explore licensing opportunities for external assessment tools and administration contracts</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop necessary infrastructure and capacity to implement identified opportunities</li> </ul>		

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
<b>Goal 4.2 Improve internal and external communications</b>						
<b>4.2.1</b> Internal Communication	Vice President Academic	<ul style="list-style-type: none"> <li>■ Enhance the effectiveness and relevance of D2 (Leader’s Forum) by structuring in engagement, mentorship and trauma-informed approaches</li> <li>Expand lunch hour workshops through the Learning Conversation series</li> <li>■ Continue to meet twice a year with all Schools/ Departments on planning</li> <li>■ Establish working groups for mid-level managers to foster leaderships skills</li> <li>■ Establish a structure for Deans Assistant, Department</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
		Assistants and Program Assistants to network and support each other				
	Continuing Studies	<ul style="list-style-type: none"> <li>Populate myVCC CS page with instructor and staff resources</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Regularize faculty &amp; staff support workshops on Duty to Accommodate &amp; Inquire and Disability Services Referral Process through internal department webpages, direct department outreach, and human resources</li> <li>Regularize annual Student Service Survey with Institutional Research to begin establishing baseline data on</li> </ul>				



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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
		the utilization rate and scope of student services				
<b>4.2.2</b> Develop external communications strategy	Continuing Studies	<ul style="list-style-type: none"> <li>■ Develop robust content and student resources on CS landing page</li> <li>■ Create and Implement social media plan</li> <li>■ Increase advertising presence</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>■ Explore partnership with unions to incorporate Duty to Accommodate &amp; Inquire and Disability Services Referral Process in new student and new faculty/staff orientations</li> </ul>	<ul style="list-style-type: none"> <li>■ Implement identified opportunities</li> </ul>			
<b>Goal 4.3 Improve student recruitment and retention processes</b>						
<b>4.3.1</b> Develop student recruitment strategic plan	Vice President Academic, Marketing	<ul style="list-style-type: none"> <li>■ Establish the Student Recruitment working group of Strategic Enrolment</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
		Management (SEM) <ul style="list-style-type: none"> <li>Develop and communicate short and long-term goals of the SEM Student Recruitment group</li> </ul>				
	Arts & Sciences		<ul style="list-style-type: none"> <li>Investigate potential for TESOL Diploma being eligible for the Canada Student Loan program</li> </ul>			
	Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> <li>Engage social media resources to promote programming</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Participate in curriculum, policy, and practice development and review discussions to support the Academic Departments for compliance with legal duties, advancement of universal access</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
		model, and development of comprehensive student support process for student admission, progress, retention and success				
<b>4.3.2</b> Develop student recruitment strategy for emerging International markets and new VCC programs	International Education	<ul style="list-style-type: none"> <li>■ Investigate new agent relations and business partnerships with recruiters in emerging markets</li> <li>■ Conduct agent training in new markets</li> <li>■ Examine option of in-country representatives in emerging markets</li> <li>■ Connect with and support agents and business partners to promote new VCC programs</li> <li>■ Visit overseas agents to build</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #4 – Reputation Management</b>						
		<p>relationships and capacity for marketing and recruiting</p> <ul style="list-style-type: none"> <li>■ Visit Trade Commissioners and Canadian Embassy Officials in international markets to build relationships and promote VCC programs</li> <li>■ Support/expand agent and business partner relationships</li> </ul> <p><u>Note:</u> These initiatives will continue over the life of the academic plan</p>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #5 – Business Development</b>						
<b>Goal 5.1 Develop new partnerships and collaboration</b>						
<b>5.1.1</b> Expand dual credit programming options by partnering with more schools boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> <li>■ Based on the interest, enable high school students to enter the Pre-Health Sciences program as dual credit students over the duration of the academic plan</li> <li>■ Continue with Dual Credit programming in the Health Care Assistant program</li> </ul>				
<b>5.1.2</b> Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> <li>■ Determine ongoing need of Acute Care Skills for Health Care Assistants</li> <li>■ Ensure Program Advisory Committee include appropriate representatives</li> <li>■ Continue to support initiatives with Metro</li> </ul>				

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OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #5 – Business Development</b>						
		Vancouver Alliance <ul style="list-style-type: none"> <li>■ Implement a contract with the Aboriginal Community Career Services Society (ACCESS) re Access to Health Care</li> <li>■ Seek approval for one time funding to offer an extra intake of Health Care Assistant program starting November 2018</li> <li>■ Continue with external rentals of Dental spaces (Dental Tech, Denturist, Certified Dental Assisting and Dental Hygiene programs)</li> </ul>				
	Arts & Sciences	<b>LINC:</b> <ul style="list-style-type: none"> <li>■ Pursue contract opportunities outside the classroom for companies that</li> </ul>				

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #5 – Business Development</b>						
		<p>want to offer classes on-site</p> <p><b>Career Awareness:</b></p> <ul style="list-style-type: none"> <li>Develop increased practicum opportunities with BC Partners in Workforce Innovation</li> </ul>				
	Trades, Technology & Design	<p><b>Heavy Mechanical Trades:</b></p> <ul style="list-style-type: none"> <li>Update CNG program to meet changing industry needs</li> </ul>	<p><b>Automotive Service/Automotive Collision and Refinishing:</b></p> <ul style="list-style-type: none"> <li>Increase Youth Train in Trades Programs and Trades Samplers</li> </ul>	<p><b>Automotive Service/Automotive Collision and Refinishing:</b></p> <ul style="list-style-type: none"> <li>Increase Youth Train in Trades Programs and Trades Samplers</li> </ul>		
	Hospitality, Food Studies & Applied Research	<ul style="list-style-type: none"> <li>Events Manager to recruit and support large scale catering events</li> <li>Target potential partnerships to expand Culinary Arts program with international institutions</li> <li>Build relationships for international co-</li> </ul>		<ul style="list-style-type: none"> <li>Take a regional team to the 2020 Culinary Olympics</li> </ul>		

## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #5 – Business Development</b>						
		op placements for Hospitality students				
	Continuing Studies	<ul style="list-style-type: none"> <li>Refine process related to internal and external partnerships</li> </ul>				
	Student Development	<ul style="list-style-type: none"> <li>Explore mutually beneficial partnerships with external stakeholders such as community service agencies, school districts, and post secondary institutions for streamlined referral processes, expanded funding and support for students with disabilities, and collaboration for common initiatives such as mental health</li> </ul>	<ul style="list-style-type: none"> <li>Pilot and/or implement identified opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review and expand upon the identified and pursue new opportunities</li> </ul>		



## Academic Plan 2018-2023

OBJECTIVES	SCHOOL	2018/19 INITIATIVES	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
<b>KSD #5 – Business Development</b>						
		& wellness and career services				
<b>5.1.3</b> Develop new international business partnerships to support international enrolment	International Education	<ul style="list-style-type: none"> <li>■ Explore and implement mutually beneficial business partnerships with external stakeholders such as school districts, pathway partners, agencies, etc. over the life of the academic plan</li> <li>■ Explore option of in-country representation in emerging markets</li> <li>■ Liaise with Trade Commissioners and Canadian Embassy Officials to develop relationships and examine potential business partnerships</li> </ul>	<ul style="list-style-type: none"> <li>■ Explore mutually beneficial business partnerships with external stakeholders such as school districts, pathway partners, agencies, in-country representatives etc. over the life of the academic plan</li> </ul>			



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
2019-2020 Academic Schedule

### BACKGROUND:

The 2019-2020 Academic Schedule is prepared in accordance with Policy C.3.13 Academic Schedule. The Academic Schedule is designed to identify important dates in our students' academic lives. The Academic Schedule includes the start and end dates of programs as well as courses not part of a program, statutory holidays, known VCC closures, registration and exam dates.

As required by the College and Institute Act, the Board, with the advice of Education Council, must approve the Academic Schedule for each year, and is typically done 15-18 months prior to the start of that academic year.

### DISCUSSION:

Education Council reviewed the Academic Schedule at its April 2018 meeting. No concerns were identified.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2019-2020 Academic Schedule.

**ATTACHMENTS:** APPENDIX A - Academic Schedule 2019-2020

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** May 22, 2018

# Academic Schedule 2019-20

Terms and Breaks	
Fall Term 2019	3rd September 2019 to 20st December 2019
Winter Term 2020	2nd January 2020 to 30th April 2020
Spring/Summer Term 2020	1st May 2019 to 31st August 2020

Holiday Closure	24th December 2019 to January 1st 2020
VCC Day	6th November, 2019 (1st Wednesday in November)

Statutory Holidays	
Labour Day	Monday September 2nd 2019
Thanksgiving	Monday October 14th 2020
Remembrance Day	Monday November 11th 2019
Family Day	Monday February 17th 2020
Good Friday	Friday April 10th 2020
Easter Monday	Monday April 13th 2020
Victoria Day	Monday May 18th 2020
Canada Day	Wednesday July 1st 2020
BC Day	Monday August 3rd 2020

2019																2020																									
September							October							November							December							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
									1	2	3	4	5						1	2	3	4	5	6	7				1	2	3	4							1		
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	27	28	29	30	31			24	26	27	28	29	30		29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
29	30																																								

2020																																									
March							April							May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														31																											

For more information about Academic Scheduling please refer to: [Policy 3.13 Academic Schedule](#) and [Procedures](#)

## Academic Schedule/Calendar Program/Course Delivery 2019/20

School of Arts and Science		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
ABE Lab - Purple Door - Computer Studies	Self paced	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ABE Youth Program	Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Access to Career Education - Career Programming	class-based and self-paced	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ASL & Deaf Studies - ASL Level 1	Part-Time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
ASL & Deaf Studies - ASL Level 2	Part-Time	<input checked="" type="checkbox"/>			
ASL & Deaf Studies - ASL Level 3	Part-Time		<input checked="" type="checkbox"/>		
ASL & Deaf Studies - Certificate	Full-Time	<input checked="" type="checkbox"/>			
Basic Education - Computers	Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Basic Education - English	Class based, Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Basic Education - Math	Class-based, Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Basic Education - Outreach	Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College and Career Access - English & Social Sciences	(CCA) - Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College and Career Access - English Skills and Prep	(CCA) - Class-based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College and Career Access - Math & Sciences	(CCA) - Self-paced, Continuous intake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College Foundation - Biology	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College Foundation - Chemistry	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College Foundation - English	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College Foundation - Law	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
College Foundation - Math	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College Foundation - Physics	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College Foundation - Psychology	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Community & Career Education - Career Awareness	(CCED) Full - Time	<input checked="" type="checkbox"/>			
Community & Career Education - Computer Applications	(CCED) Part-Time	<input checked="" type="checkbox"/>			
Community & Career Education - Food Services Careers	(FSCR) Full-Time	<input checked="" type="checkbox"/>			
Community & Career Education - Managing Your Money	(CCED) Part-Time	<input checked="" type="checkbox"/>			
Community & Career Education - Reading & Writing Level 3	(CCED) Part-Time	<input checked="" type="checkbox"/>			
Community & Career Education - Reading & Writing Level 4	(CCED) Part-Time	<input checked="" type="checkbox"/>			
Community & Career Education - Retail & Hospitality Careers	(REHC) Full-Time	<input checked="" type="checkbox"/>			
Dance - Diploma	Cohort, Class based	<input checked="" type="checkbox"/>			
Deaf & Hard of Hearing - ASL and Literacy	Grouped classes	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Deaf & Hard of Hearing - Job Readiness		<input checked="" type="checkbox"/>			
Deaf & Hard of Hearing - Speechreading		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
English as Another Language - CELBAN Prep	Class based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Non-term based courses and/or programs:** Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit [www.vcc.ca/Programs/Courses](http://www.vcc.ca/Programs/Courses).

Centre of Continuing Studies		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Building Manager Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Building Service Worker		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business and Technical Writing Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business Leadership and Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Accelerated			<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Part-Time	<input checked="" type="checkbox"/>			
Counselling Skills Certificates	(Addictions & Community Counselling Programs)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Writing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Childhood Education		<input checked="" type="checkbox"/>			
Fashion Design & Production Diploma		<input checked="" type="checkbox"/>			
Fashion Merchandising		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Interior Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jewellery - Non-credit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Languages		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Makeup Artistry Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Academic Schedule/Calendar Program/Course Delivery 2019/20

Management Skills for Supervisors Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MasterValuer Appraisal Certificate of Completion		<input checked="" type="checkbox"/>			
Medical Device Reprocessing Technician		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
NETT (Networking Technology) Program		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Samsung Appliance Repair Technician Program -- Entry Pathways		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Samsung Appliance Repair Technician Program -- Professional Pathways		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Small Business		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport and Recreation Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tea Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Volunteer Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wedding and Event Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wine Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

This Academic Schedule is subject to change

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School of Health Sciences - no changes per KS email Feb 26/18 sp		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Access to Practical Nursing		<input checked="" type="checkbox"/>			
Acute Care Skills for Health Care Assistants	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Bachelor of Science (Nursing)	Year 1 Entry	<input checked="" type="checkbox"/>			
Bachelor of Science (Nursing)	Advanced Entry		<input checked="" type="checkbox"/>		
Certified Dental Assisting - Distance Delivery	Non-term based - monthly intakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Certified Dental Assisting (on-site)	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene	Non-term based	<input checked="" type="checkbox"/>			
Dental Reception Coordinator	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dental Technology		<input checked="" type="checkbox"/>			
Denturist		<input checked="" type="checkbox"/>			
Health Care Assistant	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care Assistant - ESL		<input checked="" type="checkbox"/>			
Health Unit Coordinator	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Medical Lab Assistant	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Occupational/ Physical Therapist Assistant	Non-term based - Year 1	<input checked="" type="checkbox"/>			
Pharmacy Technician	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Practical Nursing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pre-Health Sciences		<input checked="" type="checkbox"/>			

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School of Hospitality, Food and Business- update Mar 7/18 sp per email from DI		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Business Technology		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Asian Culinary Arts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - ACE-IT Foundation					<input checked="" type="checkbox"/>
Baking & Pastry Arts - Apprentice Level 1			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 2			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 3			<input checked="" type="checkbox"/>		

## Academic Schedule/Calendar Program/Course Delivery 2019/20

Baking & Pastry Arts - Artisan Baking		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Artisan Baking International		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Pastry		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Pastry - (ESL)		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Pastry (International 5 months)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Cook Apprentice (monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culinary Arts High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Executive Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hospitality Management - Degree		<input checked="" type="checkbox"/>			
Hospitality Management - Degree (Executive Chort)		<input checked="" type="checkbox"/>			
Hospitality Management - Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Office Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Transcriptionist		<input checked="" type="checkbox"/>			
Culinary Arts Diploma (International)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional Cook 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Cook 1 ESL		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Cook 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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School of Instructor Education		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Certificate in Online/eLearning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Provincial Instructor Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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School of Trades, Technology and Design - changes made per email from BG. Additions in yellow		Terms when programs start			
Program	Notes:	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Automotive Collision - Apprentice Level 1		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 2		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing - High School		<input checked="" type="checkbox"/>			
Automotive Collision and Refinishing - RayCam			<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Collision and Refinishing Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Collision Glass Technician Apprentice		<input checked="" type="checkbox"/>			
Automotive Paint and Refinishing Prep Apprentice		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Automotive Refinishing - Prep Foundation		<input checked="" type="checkbox"/>			
Automotive Refinishing Prep Apprentice			<input checked="" type="checkbox"/>		
Automotive Refinishing Prep High School			<input checked="" type="checkbox"/>		
Automotive Service Technician - E-pprentice		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice - ACE-IT	Britannia	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 1				<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Service Technician Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Service Technology Diploma	2 year program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Academic Schedule/Calendar Program/Course Delivery 2019/20

CAD and BIM - Architectural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Architectural, Civil, Structural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Citation (4 months)	(Previously Drafting)			<input checked="" type="checkbox"/>	
CAD and BIM - Diploma streams	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Steel Detailing	(Previously Drafting)	<input checked="" type="checkbox"/>			
Hair Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hair Design High School		<input checked="" type="checkbox"/>			
Heavy Mechanical - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 1		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 4 - CT			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 4 - HD		<input checked="" type="checkbox"/>			
Jewellery Art and Design		<input checked="" type="checkbox"/>			
Skin and Body Therapy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Communication Design	(previously Digital Graphic Design)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Suspension of Applied Technology for the Visually Impaired Certificate and the Office Administration for the Visually Impaired Certificate programs

### BACKGROUND:

The Office Administration for the Visually Impaired and the Applied Technology for the Visually Impaired Certificates are post-secondary programs designed to provide visually impaired students with the computing and communication skills needed for further employment and training. Students generally studied towards employment as a word processor, transcriptionist or Microsoft Certified technician. The programs were intended to provide an alternative for visually impaired students to other Office Administration or related programs, and all of the computer skills were taught using assistive technologies.

The suspension of the programs is a joint proposal from Rita Dilek, Department Leader of the Visually Impaired Department and David Wells, Dean of Arts and Sciences. There are two main reasons:

- 1) These programs are at a more advanced level than the other upgrading courses offered by the Visually Impaired Department, and they are finding it very difficult to locate instructional materials to support student learning. The department does not have the resources currently to modify resources on their own in the amount needed.
- 2) Enrolment has dropped significantly since 2010. Only two students were enrolled in 2017-18.

The department believes they provide enough skills with screen reading, magnification and keyboard shortcuts in their Basic level (adult upgrading) courses, and students will be able to successfully complete the Office Administration Program (or other programs) using those skills. They have discussed this plan with their current students, who believe they can handle the transition.

The C.3.3 Suspension and/or Discontinuance of Programs Policy typically requires a feasibility study to be completed prior to the Board making a decision around suspension, but the Policy does not require a feasibility study when the department and the Dean jointly agree on the recommendation to suspend.

### DISCUSSION:

The proposal was discussed at Education Council's April 2018 meeting. Given the level of enrolment and the thoughtfulness of the department in preparing alternate paths, there were no concerns raised at Education Council. The majority of the College's visually impaired students are not enrolled in these programs, so there is minimal impact to these suspensions.



**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the suspension of for the Visually Impaired Certificate and the Office Administration for the Visually Impaired Certificate programs.

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** May 22, 2018



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revisions to D.2.2 Awards Policy and Procedures

### BACKGROUND:

Vancouver Community College offers a variety of awards through our Foundation. This policy and related procedures clearly identifies the process surrounding awards, and ensures that decisions regarding awards are fair and consistently applied.

This policy establishes institutional practices regarding financial awards, medals and non-monetary presentations to students who demonstrate high achievement or financial need.

The policy was last reviewed in 2009.

### DISCUSSION:

The significant change was merging two policies into one: the content of D.2.1 Student Academic Medal Awards Policy were combined into the D.2.2 Awards Policy. The Student Academic Medal Awards Policy had covered many awards issued only for academic achievement, not financial need or other criteria, and created confusion over which policies governed which award. Other adjustments were made to clarify definitions and procedures.

This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council. The D.2.1 Student Academic Medal Awards Policy was governed by Education Council, and was rescinded at its April 2018 meeting.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, D.2.2 Awards Policy and Procedures.

**ATTACHMENTS:** APPENDIX A - D.2.2 Awards Policy  
APPENDIX B - D.2.2 Awards Procedures

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** May 22, 2018



## APPENDIX A

### POLICY

Policy No.	D.2.2
Title	<b>Awards</b>
Approving Jurisdiction	Education Council, Board of Governors
Policy Sponsor	Vice-President Academic, Students & Research
Last Revised/Replaces	April 30, 2009 (combines D.2.1 Student Academic Medal Awards)
Effective Date	
Signed by	

#### CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) offers a variety of awards, scholarships, bursaries, prizes and medals that recognize academic achievement, student leadership and other qualities or criteria as defined by individual awards.

This policy establishes institutional practices regarding financial awards, medals and non-monetary presentations to students who demonstrate high achievement or financial need.

#### SCOPE AND LIMITS

This Policy applies to all student awards offered by Vancouver Community College. This policy does not cover in-class or departmental prizes given to students in class for specific accomplishments related to a course or set of courses.

#### STATEMENT OF POLICY PRINCIPLES

1. The total value of awards disbursed each fiscal year will be determined by the funds made available through the VCC Foundation.
2. Award eligibility and selection criteria will not include any condition defined as discriminatory under the Canadian Charter of Rights and Freedoms or the British Columbia Human Rights Code, except when the award or the condition, at the time of establishment, can be reasonably viewed as intended for the benefit of the members of a disadvantaged group. An award accepted under this provision will be reviewed each year by the College Foundation (and donor, if applicable) to determine whether the restriction can be dispensed with as a result of the position of disadvantage having been eliminated.
3. The College will apply consistent processes for establishing awards, accepting nominations and selecting award recipients.

## DEFINITIONS

**Award:** A generic term that describes an item of monetary or other value that may be presented to a person or persons based upon specific criteria and issued through the Financial Aid and Awards Office.

**Bursary:** A monetary award allocated to a student on the basis of proven financial need. Bursaries may include other qualifying criteria such as academic performance and community/leadership contributions.

**Donor:** A person or organization that makes a contribution to the College.

**Financial Aid and Awards Office:** The office responsible for coordinating information from departments related to specific awards as well as issuing cheques for award recipients.

**Full Course Load:** Defined using the same criteria that students must meet for student loan eligibility. Generally, this equates to 9 credits per term. Students with disabilities who have been identified as such may be considered full time students at a reduced course load. Determinations will be made through the Financial Aid and Awards Office.

**Good Standing:** A VCC student who is in full compliance with the College's student policies on academic and non-academic conduct and who is not under penalty for academic or non-academic misconduct.

**Governor General's Bronze Medal:** Awarded to the student who achieves the highest overall average upon graduation from a minimum two year, full time diploma level program.

**Leadership Award:** An award based on satisfactory or superior academic achievement as well as a demonstrated commitment to community or leadership skills within one or several spheres of society.

**Lieutenant Governor's Silver Medal:** Awarded to a graduate who has completed a certificate program one year or less in the previous fiscal year, on the basis of superior academic achievement and community contribution.

**Prize:** Acknowledgement, which may be monetary or an object, given to a student in class or on a department basis, for a specific type of accomplishment (e.g., the highest score on an essay) related to a course or set of courses. Departments should establish clear guidelines for the disbursement of prizes.

**Scholarship:** An award given to a student based on superior academic achievement in a course, a combination of courses or a program. Scholarships may be based solely on academic performance or on a combination of academic achievement and additional criteria, other than financial need.

**Student Awards Committee:** The College committee that manages for all aspects of students awards and medals. The committee is made up of members of the VCC Foundation, Marketing, Financial Aid and Awards Office, and the Office of the Registrar.

**VCC Foundation:** The fund raising arm of VCC which works to stimulate financial support for the students and programs at the College. The VCC Foundation administers funds provided to the College for student awards as well as maintaining relationships with our Donors.

#### **RELATED POLICIES & LEGISLATION**

Legislation:

British Columbia Human Rights Code  
Immigration and Refugee Protection Act

Policies:

- A.3.6 Standards of Employee Conduct & Conflict of Interest
- C.1.1 Course/Program Grading
- C.1.3 Granting of Credentials
- D.4.3 Student Code of Conduct
- D.4.5 Student Educational Conduct

#### **RELATED PROCEDURES**

Refer to Policy D.2.2 Award Procedures



## APPENDIX B

### PROCEDURES

Policy No.	D.2.2
Title	<b>Awards</b>
Approving Jurisdiction	Education Council, Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	April 30, 2009 (combines D.2.1 Student Academic Medal Awards)
Effective Date	
Signed by	

### PROCEDURES

1. The VCC Student Awards Committee will be responsible for administering all VCC awards and medals, and ensuring that each award:
  - a. has a title and description
  - b. has a funding source, and where applicable, an outline of the annual value and the determinate number of awards to be disbursed
  - c. has a nomination or application process
  - d. has clear eligibility and selection criteria
  - e. is reviewed annually
2. The VCC Student Awards Committee will review all nominations and applications and make a final decision on award recipients, and will notify recipients.
3. No person may sit on the Student Awards Committee who is one or more of the following:
  - a. An applicant
  - b. A nominee
  - c. A friend of an applicant or nominee
  - d. A co-worker of an applicant or nominee
  - e. Has a supervisory relationship with an applicant or nominee
  - f. Is a family member or relative of an applicant or nominee
  - g. Is an individual who resides at the same address of an applicant or nominee
4. To ensure transparency and equitability in the awards process, staff must strictly adhere to VCC's Standards of Employee Conduct & Conflict of Interest Policy (A.3.6). Staff who are donors specifically related to an award must declare this at the time the Committee meets.
5. Selection criteria may include, but is not limited to, academic achievement, community service, community leadership, family situation, financial need, commitment to a career path, disability, overcoming obstacles or other factors to be determined.
6. The proposed value of a new award or any changes in value to an existing award shall be brought forward to the Student Awards Committee for information.

7. All awards will undergo an annual review. The review of awards established by donors will require input and agreement from the donor. All reasonable means will be made to contact donors.
8. A student must be in good standing to apply for or receive an award.

#### **Nominations and Applications**

9. Departments are expected to adhere to deadlines concerning nominations for specific awards and must ensure that they do not contact students receiving awards directly prior to official notification from the Office of the Registrar.
10. Award nominations and applications are submitted to the Financial Aid and Awards Office, which will use the criteria within the description of the award to determine the nominee's or applicant's eligibility.

#### **Selection of Recipients**

11. In the case of an entrance award, the approved selection criteria will be used to determine eligibility for the award.
12. The selection of an award by nomination may be based upon summary GPA information for eligible students. Departments may be requested to provide assistance in the selection of an award by nomination.
13. Recipient selection may be based on defined criteria, for example, ranking by GPA, an assessment of responses on the awards application, a defined scoring sheet or a combination of any of these factors.

#### **Award Recipients**

14. Award recipients will be notified that they have been selected to receive an award. This notification will be via various formats so as to maximize awareness among award winners and attendance at the Awards Ceremony itself.
15. Award recipients may be requested to voluntarily provide their Social Insurance Number to ensure compliance with Canada Revenue Agency regulations.
16. Awards received will not be included on academic transcripts.
17. Cheques or award certificates issued to award recipients that become stale-dated will not be reissued. Such awards will then be offered to eligible students at the next Awards Ceremony to maximize the funds provided to students.

#### **External Awards**

18. The Financial Aid and Awards Office may publicize awards available to VCC students from sources outside the College (external awards). External awards so publicized must be consistent with the College's values and comply with Student Awards Committee approved principles and guidelines.

#### **Governor's Bronze Medal**

19. The Office of the Registrar will maintain records of student graduates and in September, the Office of the Registrar will assemble the Dean's List, containing the names by program of all graduates who achieved a cumulative GPA of 3.8 or higher for courses taken at VCC in all full-time two year completed diploma programs.

20. The Office of the Registrar will provide the Dean's List to the Deans for information.
21. The Student Awards Committee, at its meeting for the Fall Awards, will confirm the award recipient, based on the highest overall average, as per the identified criteria.

#### **Lieutenant Governor's Silver Medal**

22. The Office of the Registrar will maintain records of student graduates and, at the beginning of the fiscal year, they will assemble the Dean's List. This list will contain the names of all graduates, by program, from full-time certificate programs one year or less in duration and for those who have achieved a GPA of 3.8 or higher for courses taken at VCC. These programs have to have been completed in the previous fiscal year.
23. The Office of the Registrar will provide the Dean's List to each Dean for use in the selection process.
24. Each Dean will recommend one nominee from each School. A "Personal Information Form" will be sent to the nominees by the Office of the Registrar to obtain information on their community involvement and/or contributions to the College
25. The Registrar, in consultation with the Associate Registrars and Registrar's Office Administrative Assistant, will review the completed nominations received from the Deans and recommend a winner, based on the stated criteria.
26. The Student Awards Committee will consider the graduate's achievement in the program and community involvement and/or contributions to the College.
27. The Awards Committee will determine the award recipient as per the identified criteria.

#### **RELATED POLICY**

Refer to D.2.2 Awards Policy.





## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revisions to D.3.6 Admissions Policy and Procedures

### BACKGROUND:

The Admissions Policy governs how the College admits qualified applicants, both domestic and international.

The policy was last reviewed in 2017.

### DISCUSSION:

This policy was reviewed last year, and is back for one significant adjustment. Based on a recommendation from the College's auditor, Section 2 has been added to the procedures that admission officers will review documentation to ensure the stated immigration status is consistent with previous educational experience. This is to ensure that applicants are correctly categorized as domestic or international students.

Other minor adjustments in the definitions and procedures were also made. This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, D.3.6 Admissions Policy and Procedures.

**ATTACHMENTS:** APPENDIX A - D.3.6 Admissions Policy  
APPENDIX B - D.3.6 Admissions Procedures

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** May 22, 2018



## APPENDIX A

### POLICY

Policy No.	<b>D.3.6</b>
Title	<b>Admissions Policy</b>
Approval Body	Education Council, Board of Governors
Policy Sponsor	Vice-President Academic, Students & Research
Last Revised/Replaces	April 2015; September 27, 2017
Effective Date	

#### CONTEXT AND PURPOSE

This Policy and related Procedures inform applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

#### SCOPE AND LIMITS

This Policy applies to all applicants and to all programs/courses offered by VCC.

Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the *College and Institute Act*.

#### STATEMENT OF POLICY PRINCIPLES

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College's operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar's Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.

7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada to study in Canada are eligible to apply for admission.
8. The Provincial Government establishes funded institutional enrolment targets for domestic students.
9. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
  - a. programs/courses that use selective admissions processes to rank order qualified applicants; and
  - b. returning students who apply to be readmitted (insert students) into a program at an advanced level.
10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.
11. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.
12. Applicants are responsible for providing all required admission documents for their programs/courses as outlined on the College's website.
13. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

## DEFINITIONS

**Admission Requirements:** A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

**Other Admission Requirements:** Program specific requirements other than academic admission requirements such as Criminal Records Check, immunizations, and CPR. Applicants should be aware of any non-academic requirements prior to entering a program. Refer to PCGs for a list of all program specific requirements.

**Applicant:** A person who has applied to a course or program and paid an application fee.

**Cohort Program:** A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

**Conditional Acceptance:** Acceptance offered before all program requirements are met. Conditions must be met prior to commencing study.

**English Language Proficiency:** The ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies.

**Equivalent:** An alternate course or program of study that is similar to an admission requirement which can be presented instead of stated course requirements.

**Flexible Admissions:** Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications. Refer to the Flexible Admissions Policy (D.3.6.1).

**Insert Applicants:** Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.

**Official Transcript:** The record of a student's past academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

**Pre-requisite:** A course or other requirement necessary for registration into a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the course which they are registering in.

**Prior Learning Assessment and Recognition (PLAR):** Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to the PLAR Policy (D.3.5).

**Program Content Guide (PCG):** The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

**Registered Student:** A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

**Registration Area:** The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

**Selective Admissions:** Admission of students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be

through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

Standard Admissions: Admission to a program is performed on a first qualified, first accepted basis.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript. Refer to the Transfer Credit Policy (D.3.11).

Underage Applicants: For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.

## **RELATED LEGISLATION & POLICIES**

### Legislation:

British Columbia Human Rights Code  
Canadian Immigration Act  
Criminal Records Review Act

### Policies:

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.1 Course/Program Grading
- C.1.3 Granting of Credentials
- C.2.1 International students on Study Permits
- C.2.2 Eligibility for Domestic Fees
- D.3.5 Prior Learning Assessment and Recognition
- D.3.6.1 Flexible Admissions
- D.3.8 Criminal Record Check
- D.3.10 Aboriginal Education Enrolment
- D.4.1 Students with Disabilities
- D.4.2 Student Grievance

## **RELATED PROCEDURES**

Refer to Policy D.3.6 Admissions Procedures



## APPENDIX B

### PROCEDURES

Policy No.	D.3.6
Title	<b>Admissions Procedures</b>
Approval Body	Education Council, Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	April 2015
Effective Date	September 27, 2017

#### General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
  - a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Eligibility for Domestic Fees Policy (D.2.2) will qualify as domestic students.
  - b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.
2. Admissions Officers will review application information to ensure that declared immigration status is consistent with previous educational experience. In the event that questions arise, staff will follow up with the applicant and may request additional supporting documentation to support the information provided.
3. Underage applicants may be granted special admission on an individual basis, subject to the following:
 

For domestic applicants:

  - a. a written consent from a parent or guardian, and
  - b. letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).

For international applicants:

  - a. proof of high school graduation, and
  - b. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.
4. At the time of enrolment, students must be at least 16 years of age.

#### Program/Course Admission Requirements

5. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.

6. There are three (3) processes the College can use to admit students into its programs and courses:
  - a. Standard Admissions;
  - b. Selective Admissions;
  - c. Flexible Admissions.

#### **Applying for Admissions at VCC**

7. Applicants are required to submit all required documents as outlined on the College website, to the relevant Registration Area including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.
8. Applicants will pay an application fee, where required.
9. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. For further information refer to the Aboriginal Education Enrolment Policy (D.3.10).
10. Applicants will be officially notified of admission decisions by the relevant Registration Area.
11. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registration Area.

#### **Transfer Credit**

12. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the relevant Registration Area. For further information refer to the Transfer Credit Policy (D.3.11).

#### **Prior Learning Assessment and Recognition (PLAR)**

13. Students seeking PLAR must apply and submit all supporting documentation to the relevant Registration Area and pay the applicable fee. For further information refer to PLAR Policy (D.3.5).

#### **Insert Applicant**

14. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.
15. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Area by the Department Leader in a timely fashion.

**Admissions Review**

16. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the relevant Registration Area and must be submitted along with any supporting documentation.
17. The relevant Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.
18. The relevant Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.
19. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Development representatives may be held as needed. The appropriate Dean is notified of the decision by the Department Leader.

**RELATED POLICY**

Refer to D.3.6 Admissions Policy.





## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** May 30, 2018

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
C.1.6 Registration Policy and Procedures

### BACKGROUND:

This is a new policy that governs the institutional practices for program and course registration. It is designed to ensure a consistent, fair and accessible registration process for students.

### DISCUSSION:

This policy is primarily focused on the practices of the Registrar's Office. A lack of defined processes and definitions have led a variety of inconsistent practices. The primary reason for this policy is to define an active versus an inactive student (defined as a student who has not registered in a course for 12 consecutive months). Currently, we treat all students in the system as active, leading to significant challenges around contracts and statistics.

This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, C.1.6 Registration Policy and Procedures.

**ATTACHMENTS:** APPENDIX A - C.1.6 Registration Policy  
APPENDIX B - C.1.6 Registration Procedures

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** May 22, 2018



## APPENDIX A

### POLICY

Policy No.	<b>C.1.6</b>
Title	<b>Registration</b>
Approval Body	Education Council, Board of Governors
Policy Sponsor	Vice-President Academic, Students & Research
Last Revised/Replaces	NEW
Effective Date	

#### CONTEXT AND PURPOSE

This policy informs students of institutional practices regarding program and course registration at Vancouver Community College (VCC, the College).

#### SCOPE AND LIMITS

This policy applies to all registration activity for credit and non-credit programs and courses offered by VCC. This policy does not apply to Continuing Studies non-credit courses.

#### STATEMENT OF POLICY PRINCIPLES

1. VCC will apply a consistent registration process that is fair, transparent, accessible, and timely for all students.
2. VCC values and promotes the principles of student success and academic progression, and is committed to working with students to achieve their educational goals.
3. VCC's registration processes are based on a priority registration system for individuals and groups that include, but are not limited to: Indigenous students, students with disabilities, international students and returning students.
4. VCC is committed to publishing registration information and commencing registration for classes as far in advance as possible.
5. The College is committed to student success. At the first instance of a student encountering difficulties in a course, the instructor is responsible for referring students to the appropriate support area noted below. Student Development, Indigenous Education and International Education are the recognized institutional experts for providing educational support to students in order to promote success.

#### DEFINITIONS

**Admission:** The formal process by which students are granted the opportunity to be considered a student at the College and would be eligible to register for courses. In order to be admitted, students are required to fulfill the requirements stipulated in the program they are applying to. This may include specific course completion and/or grade level completion, some with specific grades. In addition, some programs will require students to present documented

evidence of having met specific requirements that may not be academic in nature but are salient to the program in which they are applying. For Continuing Studies courses, there may not necessarily be a formal admissions process and, as such, the process itself revolves around the submission of an application with required demographic data so that students can be entered into the student records system to ensure for the purposes of appropriate tracking. In such situations, students will be admitted which serves institutional purposes of allowing the College to ensure good record keeping and this will allow the student to register for a particular course in question.

Insert Student: A student who has previously completed a portion of a VCC program and has returned to complete remaining courses in a program.

Pre-requisite: A required course that a student must have taken to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.

Registered Student: A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

## **RELATED LEGISLATION & POLICIES**

### Legislation:

British Columbia Human Rights Code  
Immigration and Refugee Protection Act

### Policies:

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.1 Course/Program Grading
- C.1.3 Granting of Credentials
- C.2.1 International students on Study Permits
- C.2.2 Eligibility for Domestic Fees
- C.3.3 Suspension and/or Discontinuance of Programs
- D.3.5 Prior Learning Assessment and Recognition
- D.3.6.1 Flexible Admissions
- D.3.8 Criminal Record Check
- D.3.10 Aboriginal Education Enrolment
- D.4.1 Students with Disabilities
- D.4.2 Student Grievance

## **RELATED PROCEDURES**

Refer to C.1.6 Registration Procedures



## APPENDIX B

### PROCEDURES

Policy No.	<b>C.1.6</b>
Title	<b>Registration</b>
Approval Body	Education Council, Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	New
Effective Date	

1. To register in courses, a student must have completed the admission process for a course and/or program, or have received permission to register for courses where there is no formal admissions process, such as in Continuing Studies.
2. Students are responsible for:
  - a. the accuracy of their registration at VCC.
  - b. determining if their selected courses will meet requirements for graduation at VCC or transfer to another institution (if required to meet the student's future educational goals).
  - c. paying all required fees by the published deadlines.
  - d. withdrawing from courses by published deadlines. If a student fails to do so, they are responsible for all outstanding fees and the resulting grade.
  - e. ensuring that the appropriate Registration Area has their current mailing and e-mail address and phone numbers on file at all times.
3. If pre-requisites are not met before the course start date, the student must withdraw from the course or may be withdrawn. The Registration Area must have proof of relevant course pre-requisites on file for each registered student.
4. Students registering as insert students must contact the Department Leader for their program. The Department Leader will forward in writing the appropriate information, including the courses the student is to be registered in, to the Registration Area. If a program has been discontinued or undergone revision, a returning student will need to apply to the revised version of the program prior to registration.
5. Students may occasionally wish to register in additional courses beyond what their program calls for within a given term. After consultation with the Department Leader and the Registration Area, students may be permitted to register in additional courses as an overload. The determination will be based on a student's past academic performance to ensure they are reasonably assured of being successful.
6. Students who have not been registered in a course for a period of 12 consecutive months will have their academic status changed to "inactive", and will need to contact the Registration Area to re-activate their account prior to registering for courses.

#### RELATED POLICY

Refer to C.1.6 Registration Policy.