VANCOUVER COMMUNITY COLLEGE
BOARD OF GOVERNORS PUBLIC MEETING AGENDA

Wednesday, June 27, 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 Rowlatt (Chair, EdCo)
Board EA: Deborah Lucas
Staff Resources: Marlene Kowalski, Kathryn McNaughton, Karen Wilson (Senior Executive Team)
Guests: Constituency group representatives, Sydney Sullivan (SUVCC), Aran Armutlu (Chairperson, BC Federation of Students)
Tami Pierce, Director, Indigenous Education & Engagement

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1.	Call to Order	--	P. Ryan	--	--	--
2.	**APPROVAL OF AGENDA/CONSENT AGENDA** **Recommended Resolution:** *"THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda"* **2.1** Minutes – May 30, 2018 **2.2** 2018/19 Board Meeting Schedule **2.3** VCC News & Events **2.4** VCCFA Report **2.5** CUPE Local 4627 – Assessment Centre Report	2 min		 DRAFT Minutes – May 30, 2018 IN – 2018/19 Board Mtg Schedule IN – News & Events VCCFA Report CUPE Local 4627 - Assessment Centre Report	Decision	 3 9 10 12 13
3.	Chair's Remarks	2 min	P. Ryan	--	Information	--
4.	President's Remarks	2 min	P. Nunoda	--	Information	--
5.	Action Item Follow Up	10 min	P. Ryan	--	Information	--
6.	**CONSTITUENCY GROUP UPDATES** **6.1** CUPE Local 4627 **6.2** VCCFA **6.3** SUVCC	 5 min 5 min 10 min	Constituency Reps/ S. Sullivan/ A. Armutlu	 -- -- Campaign Presentation w/BC Federation of Students	Information	 -- -- --

Board of Governors Public Meeting
June 27, 2018

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
7.	**BOARD COMMITTEE REPORTS** **7.1** Human Resources Committee **7.2** Governance Committee **7.3** Finance and Audit Committee	5 min each	B. Aynsley D. Dhaliwal M. Tourigny	-- -- --	Information Information Information	-- -- --
8.	2017/18 Institutional Accountability Report	10 min	P. Nunoda	DN –2017/18 Institutional Accountability Report	Decision	14
9.	**EDUCATION COUNCIL** EdCo Chair Report	10 min	T. Rowlatt	IN – EdCo Chair Report	Information	65
10.	**PROGRAMS, TUITION & FEES** **10.1** New Counselling Skills Foundational Certificate Program **10.2** New IELTS Preparatory Course **10.3** New BSc in Dental Hygiene **10.4** New Denturist Diploma **10.5** New Computer Systems Technology Diploma	10 min	T. Rowlatt M. Tourigny M. Tourigny T. Rowlatt T. Rowlatt P. Nunoda T. Rowatt	EdCo DN - Counselling Skills Foundational Cert. DN – Tuition Counselling Skills Foundational Cert. DN – Tuition- IELTS Preparatory Course EdCo DN - New - BSc in Dental Hygiene EdCo DN – Denturist Diploma IN – Tuition - Denturist Diploma EdCo DN - Computer Systems Technology Diploma	Decision Decision Decision Decision Decision Information Decision	68 90 93 96 111 130 131
11.	**POLICIES** **11.1** Revised A.1.2 Student Appeal to the Board of Governors **11.2** Revised A.3.9 Records Management		D.Dhaliwal/ T. Rowlatt	DN - A.1.2 Student Appeal to the Board of Governors DN - A.3.9 Records Management	Decision Decision	153 162
12.	**PRESENTATION** Indigenization Plan	10 min	T. Pierce	--	Information	--
13.	**OTHER BUSINESS** **13.1** Board of Governors Correspondence	5 min	P. Ryan	--	Information	--
14.	Next meeting: Sept 26, 2018	--	P. Ryan	--	Information	--
15.	Adjourn					

DRAFT

MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS
OF VANCOUVER COMMUNITY COLLEGE
HELD ON MAY 30, 2018 AT THE DOWNTOWN CAMPUS

Board Members:	Pam Ryan (Chair), Chloe Lau, Dee Dhaliwal, Brenda Aynsley, Mike Tourigny, Rene-John Nicolas, Erin Klis, Garth Manning, Tarun Puri
Ex-Officio:	Dr. Peter Nunoda, Todd Rowlatt (EdCo Chair)
Board Secretary:	Deborah Lucas
Staff Resources:	Marlene Kowalski, Kathryn McNaughton
Guests:	Constituency Group Representatives
Regrets:	Zahra Hashemi

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 – Apr 7, 2018
2.2   Consent Resolution – Revised Bylaw G.1.0
2.3   VCC News & Events
2.4   VCCFA Report

3.   CHAIR'S REMARKS

P. Ryan:

- Congratulated P. Nunoda on his appointment to the board of directors of Innovate BC.
- Welcomed R. Nicolas to the Board Human Resources Committee.
- Highlighted the VCCFA report and their comment around the uplifting Community Report developed by Marketing.
- Confirmed submission of the Request for Appointment package to the Crown Agencies and Board Resourcing Office (CABRO). The response is pending.
- Highlighted the upcoming June 19 Convocation. Board members are invited to attend and should advise D. Lucas.

4.   PRESIDENT'S REMARKS

P. Nunoda:

- Highlighted the successful events, Fair in the Square on May 27, EdTech on May 24, Student Awards on May 25.
- Appreciated the opportunity to meet with Telus, the new partner for the Tooth Trolley initiative. This event provides a unique, first time dental experience to children in the community.
- Highlighted the reintroduction of the VCC Community Report, which speaks to community engagement. VCC is an anchor institution for the city of Vancouver and metro Vancouver.

5.   CONSTITUENCY GROUP UPDATES

5.1   CUPE Local 4627

C. Joyce, CUPE Local 4627 President, presented a handout to the Board in response to a statement made at the April 4, 2018 public meeting concerning support staff in the Assessment Centre. For the purpose of the minutes, as this document was not provided in advance it will be included on the June 27, 2018 Consent Agenda.

5.2   Vancouver Community College Faculty Association (VCCFA or FA)

The VCCFA Report was included in the meeting materials. VCCFA Executive, J. Demeulemeester provided highlights:

- Reconciliation in Education week on May 7-10. The FA would like the speaker, Kevin Lamoureux, to return and present to a wider audience. Many faculty could not attend due to teaching commitments.
- Federation of Post-Secondary Educators AGM and Convention took place in Whistler on May 14-17.
- The VCCFA celebrates VCC's students' success by presenting $6,600 of scholarships a year. At the recent Spring Student Awards, 5 were presented. Another 6 will be presented in the fall.
- The VCCFA donates 1% of their budget to Community Action donations, their report provides donations for May 2018.

5.3   Student Union of Vancouver Community College (SUVCC)

Student Board Representative, T. Puri, presented the SUVCC report:

- The SUVCC participated in VCC's Mental Health Day. Approx. 300 students attended.
- Over the summer SUVCC will be preparing their campaign for more Open Education resources
- Sydney Sullivan has joined the SUVCC as their new organizer.

ACTION:
1. For May 30, 2018 Public Meeting, Management will provide a report, clarifying the plan for the Assessment Centre.

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6.   COMMITTEE REPORTS

6.1   Human Resources Committee (HRC)

The Human Resource Committee met on April 25, 2018. HRC Chair, B. Aynsley presented the report:

- The Committee welcomed new member, R. Nicolas.
- A revised process for submitting the annual Executive Compensation Statement to the Post-secondary Education Council (PSEC) was presented.
- C. Sartori presented an update on HR matters in the regular HR Report.

6.1   Governance Committee (Gov Com)

The Governance Committee met on April 25, 2018. Gov Com Chair, D. Dhaliwal presented the report:

- To comply with new accounting standards and meet the 2017/18 audit deadlines, bylaw G.1.0 was revised by Consent Resolution. For information, it's included in the Consent Agenda.

- The Committee reviewed the 2018/19 Board Meeting Schedule, set dates for strategic planning and orientation days and it was approved by the Board.
- The Board have commenced their annual performance evaluation. They will be evaluating the results over the summer.

6.3   Finance & Audit Committee (FAC)

The Finance and Audit Committee met on May 16, 2018. FAC Chair, M. Tourigny presented the report.

- The Financial Performance (MD&A) Report for the period ending March 31, 2018 was presented.
- The Office of the Auditor General presented the 2017/18 audit report and the Committee reviewed and approved the 2017/18 audited financial statements.

7.   FINANCE

7.1   Financial Performance (MD&A) – Period End Mar 31, 2018

The Financial Performance (MD&A) Report for the period ending Mar 31, 2018 was presented in the meeting materials. FAC Chair, M. Tourigny, provided highlights:

- At year end, the net surplus was $905K compared to a break even budget.
- Revenues were below budget $100K.   Where domestic revenue was down by $2.1M, this has been offset by higher international revenue of $1.5M

7.2   2017/18 Audited Financial Statements

- For the third year, the Office of the Auditor General BC (OAG) conducted the annual audit of the financial statements and presented a report to the Board. The qualified opinion stated that the financial statements present fairly, in all respects, the financial position of the college. Audit observations and recommendations were made, including:
    – Implement a central policy for cash handling. Management are in the process of developing this policy.
    – Implement controls in the student application process to ensure the classification of students is correct and avoid risk around international students registering for domestic programs.
    – Add a quarterly report to FAC on incidents and grievances, in particular lawsuits over a specified threshold, significant union grievances and instances of fraud or theft.
- Management will respond to all recommendations.

    UPON MOTION duly moved, seconded and unanimously resolved:

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

8.   2018/19 INTEGRATED COLLEGE PLAN (ICP)

The draft 2018/19 Integrated College Plan was included in the meeting materials.

- It is the 3rd iteration of ICP, which incorporates 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.

- There has been significant consultation with the VCC community and recommendations made by the Board have been incorporated.
- The Board questioned the sustainability of the goal *1.1.2 Renew programs that have not gone through renewal in the past 5 years.* Will management consider extending renewal timeframes and reviewing the depth of the process required for each program? Management responded that the Program and Renewal Committee will be looking at new approaches, including framing the renewal process specific to each program. The objective was set in consultation with the Deans and Department Heads.
- T. Rowlatt provided an overview of the quality assurance process for program review and renewal.
- The Board request a revision to the language under the section Campus Master Plan (CMP), so it's clear that the Board approve the plan. M. Kowalski confirmed that the language had been provided by Partnership BC and will consult with them.
- The Board appreciated the Executive Summary, but would like the accomplishments and goals of the Board to be included. In response, it was agreed that the Board Chair would submit a "Letter from the Chair" to be included in the introduction.

ACTION:

2. D. Lucas to make recommended edits to the CMP section of the ICP.
3. P. Ryan to submit "Letter of Introduction from the Chair" to D. Lucas for inclusion in the ICP.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the recommendation of the Senior Executive, the Board of Governors approves the 2018/19 Integrated College Plan, with the following edits:

- Under section Campus Master Plan, change language from Board endorse to approve the plan.
- Add a letter of introduction from the Board Chair.

9.0   PROGRAMS, TUITIONS AND FEES

9.1   2019/2020 Academic Schedule

T. Rowlatt presented the 2019/20 Academic Schedule, as reviewed and approved by Education Council.

- It is prepared in accordance with Policy C.3.13 Academic Schedule and 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.

    UPON MOTION duly moved, seconded and unanimously resolved:

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

9.2   Suspension – Applied Technology for Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate

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

- As per policy C.3.3 Suspension and/or Discontinuance of Programs Policy, Education Council are recommending the suspension of this program at the joint request of the department and Dean.

- 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. Enrolment has dropped significantly since 2010.
- Students should have the skills from the Basic level (adult upgrading) courses to be able to successfully complete the Office Administration Program (or other programs).
- Transitioning options have been discussed with the students.

UPON MOTION duly moved, seconded and unanimously resolved:

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

10.   POLICIES

10.1   Revised D.2.2 Awards Policy and Procedures

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

- The policy was last reviewed in 2009. Significant amendments included 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.
- This policy went out for community feedback and feedback was reviewed by the Education Policy Committee and Education Council.
- The D.2.1 Student Academic Medal Awards Policy, governed by Education Council, was rescinded in April 2018 and Education Council approved the revised D.2.2.

UPON MOTION duly moved, seconded and unanimously resolved:

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

10.2   Revised D.3.6 Admissions Policy and Procedures

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

- This policy was reviewed in 2017, but 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.
- This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council.
- In response to the Board, M. Kowalski confirmed the VCC Foundation Director was involved in the revision process.

UPON MOTION duly moved, seconded and unanimously resolved:

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

10.3   New Policy - C.1.6 Registration

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

- 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.
- The policy defines an active versus an inactive student (defined as a student who has not registered in a course for 12 consecutive months). It was clarified that students remain active for this period of time as some may be taking self paced or part time programs or taking a short break.
- This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, C.1.6 Registration.

10.   PRESENTATION

As part of a series of portfolio/department presentations to the Board, David Wells, Dean, School of Arts and Sciences presented to the Board. The presentation was well received.

11.   OTHER BUSINESS

11.1 Board of Governors Correspondence

- The RFA was submitted to CABRO. A response is pending.

11.2   Action Tracker

- To keep track of ongoing action items, a new standing agenda item will be added to the agendas for future Board and standing committee meetings.

11.3   International Student Experience Evaluation

- As a follow up to discussion at the Apr 4, 2018 Public Meeting, the Board would like to see a framework developed for international student experience evaluations. Working with departments to define what success means to the students.

ACTION:
4. D. Lucas to add Action Tracker agenda item to all Board and Committee meeting agendas.
5. Management create a framework for international student experience evaluations.

12.   NEXT MEETING

The next Board of Governors Public Board meeting will be held on June 27, 2018.

13.   ADJOURN

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

APPROVED AT THE JUNE 27, 2018 PUBLIC BOARD MEETING:

Pam Ryan
Chair, VCC Board of Governors

INFORMATION NOTE

PREPARED FOR: Board of Governors Public Meeting

DATE: June 27, 2018

ISSUE: 2018/19 Board of Governors Public Meeting Schedule

The Vancouver Community College Board of Governors has approved 2018/19 Public Board meeting schedule as follows:

TIME: 5:30pm
LOCATION: Room 420, VCC Downtown Campus, 250 West Pender Street
DATES: 26 Sept 2018
                      28 Nov 2018
                      13 Feb 2019
                      10 Apr 2019
                      29 May 2019
                      26 June 2019

The meeting dates will be posted on VCC.ca for public information.

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

DATE: June 21, 2018

VCC NEWS AND EVENTS

May and June 2018

News

- Convocation was held on June 19 at the Queen Elizabeth Theatre, Ministry Bruce Ralston joined Board Chair, Pam Ryan and VCC President Nunoda, along with VPs and deans to celebrate VCC graduates.

- As a 2018 Goldfish Initiative, VCC's employee engagement program, the School of Health Sciences has organized a golf tournament on June 16, 2018 for employees and their families at the Westwood Plateau golf course in Coquitlam.

- In partnership with the Consulate General of the Republic of Korea, VCC hosted the 2nd Korean Culinary Competition at the downtown campus on June 14. Amateur and professional chefs were invited to join this food-centric event—each contestant was allotted 90 minutes to whip up a tasty Korean food item, to be judged for its taste and presentation. First, second, and third place winners in two groups were awarded significant cash prizes.

- VCC held its second Composers' Day on June 9. Guests joined John Korsrud and Alan Matheson for an afternoon to meet with other Vancouver composers, both professional and emerging, to share ideas, music, and discuss the joys and challenges of being a composer.

- June marked the one-year anniversary of Open Door Group's move into our Downtown campus. To mark the occasion, they hosted an open house and community celebration on June 7.

- On June 2, VCC's ASL and Deaf studies departments hosted Deaf Deaf World: The Final Frontier, where attendees learned about Deaf culture and American Sign Language at a fun, interactive, space-themed event.

- VCC Food Services, Blenz, and volunteers hosted VCC's celebration stations during Bike to Work Week. These early risers were offered snacks, drinks, and bike maintenance to cycling commuters on Tuesday, May 29 at the Downtown campus and Wednesday, May 30 at Broadway.

- On May 25, our spring 2018 student awards ceremony took place at the Broadway campus. This year, the VCC Foundation awarded in excess of $109,000 in scholarships and awards recognizing student accomplishments in the classroom and the community.

- From May 23 to May 28, VCC's certified dental assistant (CDA) students and staff welcomed kids from across Metro Vancouver for free dental care at the 12th annual Tooth Trolley event.

VCC in the News, highlights

- **Business in Vancouver, for the record- Business in Vancouver (May 29)** Technology: Innovate BC, with a mission to guide and promote tech-sector growth, has announced its new board of directors: **…** Peter Nunoda, president, **Vancouver Community College…**

- **Breakfast Television featured VCC's Tooth Trolley on May 29th.**

- **Lunch with Edge of the Knife co-director Gwaai Edenshaw** - **BCBUSINESS (May 28)** From carving and metalsmithing, Gwaai Edenshaw… has a jewelry art and design diploma from **Vancouver Community College**…

- **Jimmy Baldwin brings his "country-soul" sound to Kersley May 18** – **Quesnel Cariboo Observer (May 16)** Whether he's playing with a band, performing solo or teaching students, Jimmy Baldwin more often than not has a guitar in his hands…Baldwin dropped out of the marketing program and ended up studying music at **Vancouver Community College**.

VCC Government Relations

- Bruce Ralston, Minister of Jobs, Trade and Technology attended VCC Spring convocation on June 19 and shared his greetings to VCC graduates.

- On June 14 VCC welcomed Melanie Mark, Minister of Advanced Education, Skills and Training and Shane Simpson, Minister of Social Development and Poverty Reduction for an announcement of 1.5 million in new funding for students with disabilities.

- On May 24 Bruce Ralston, Minister of Jobs, Trade and Technology dropped by Educational Technology Showcase held on the Downtown campus to learn about innovation and collaboration in teaching and learning.

Upcoming Events:
- The Chef's Table pop-up kitchen, May 23-July 12 (SOLD OUT)
- VCC Jewellery student exhibition, May 24-June 15
- Korean Culinary Competition, June 14
- Convocation Spring 2018, June 19

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

DATE: June 20, 2018

VANCOUVER COMMUNITY COLLEGE **Faculty Association**   FPSE LOCAL 15

VCCFA Report to the College Board
Submitted June 20, 2018 for the Board meeting on June 27, 2018

Remembering Gordon Cavenaile
We are very saddened by the sudden loss of one of our long-time members, Gordon Cavenaile. Gordon taught English as an Additional Language courses at VCC for over 30 years. He will be missed by his students and the faculty. The EAL Department will hold a memorial and get together after classes on Thursday, June 21st to share stories and to appreciate Gordon's life.

"Who is ABE?" video follow up
The Provincial Government is now producing an ad to promote ABE and have hired a company to produce it. They want to use real testimonials and so are being connected with the VCC students in our video "Who is ABE?". You may recall that I showed this four-minute video at a Board meeting last year. Here is a link: http://vccfa.ca/adult-basic-education/ . These Adult Basic Education students will share how tuition-free ABE has changed their lives.

Bargaining & the VCCFA General Meeting
At our recent General Meeting, faculty elected six members to form our Negotiating Committee for the upcoming round of bargaining. We will begin our preparation work over the summer.

VCC Convocation Ceremony – June 19, 2018
Over 500 VCC students walked across the stage at the Playhouse Theatre this week to receive their degrees, diplomas and certificates. The students were lively and energic, particularly the Valedictorian who did cartwheels across the stage wearing boxing gloves. It was a moment to remember!

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

- Warriors Against Violence Society - $490. The Society's work is to aid in the restoration of the traditional Aboriginal values of honour, respect and equality. The money will be used to purchase transportation, food and stationery items for an intake folder, including a journal.

- WAVAW: Women Against Violence Against Women - $490. The purpose of WAVAW can be summarized in two different actions: "we support survivors, and we shift society." The money will be used for program supplies, counselling support materials, support group materials, and general organizational costs.

Respectfully submitted,
Karen Shortt, President, VCCFA

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Vancouver, British Columbia V6B 1T6

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CUPE LOCAL 4627 Vancouver Community College Employees Union

VCC Board of Governors
May 30, 2018

Assessment Centre

At the last board of governors meeting, Executive Director of Marketing, Karen Wilson, relayed that the issues with the Assessment Centre closures were due to "voluntary departures". Two individuals transferred into other positions and another individual was in a car accident. To date none of these vacancies have been filled.

December 2017 and January 2018 the Assessment Centre was closed to the public. Since February 2018 the Assessment Centre has been open for students on average, 13 hours per week.

VCC's prospective and current students requiring testing are sent to other institutions such as Langara College, Capilano, and Kwantlen. These other institutions are happy to not only generate revenue for the testing, but to have the opportunity to place VCC's prospective and current students into their programs.

The only "voluntary" component of this situation is that Administration has not replaced the vacancies in the Assessment Centre.

VANCOUVER
COMMUNITY
COLLEGE

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                                        VCC Institutional Accountability Plan and Report 2017/18 Reporting Cycle

BACKGROUND:

The Institutional Accountability Plan and Report is a public document. It provides the general public an opportunity to become familiar with the college, and the ministry with assistance in system-wide planning. Potential readers include students, parents, educators, post-secondary institutions, educational organizations, ministry staff, members of the legislative assembly, and media. The final report will be posted on the Ministry of Advanced Education and institution websites.

DISCUSSION:

The Accountability Plan and Report has been prepared in accordance with the Accountability Framework Standard Manual and Guidelines, published in February 2018. The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and

- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

The Institutional Accountability Plan and Report fulfills the requirement of public sector organizations to operate under the Taxpayer Accountability Principles.

RECOMMENDATION:

THAT the VCC Board of Governors approves the VCC Accountability Plan and Report 2017/18 Reporting Cycle as presented at the June 27, 2018 Board meeting.

ATTACHMENTS: APPENDIX A - VCC Accountability Plan and Report 2017/18 Reporting Cycle

PREPARED BY: Brian Beach, Director, Institutional Research

DATE: June 20, 2018

VCC Institutional Accountability Plan and Report

VANCOUVER COMMUNITY COLLEGE

2017/18 REPORTING CYCLE

VANCOUVER
COMMUNITY
COLLEGE

July 16th, 2018

The Honourable Melanie Mark
Ministry of Advanced Education, Skills and Training
P.O. Box 9870
STN PROV GOVT
Victoria. BC V8W 9T5

Dear Minister,

We are pleased to submit Vancouver Community College's Institutional Accountability Plan and Report for the 2017/18 Reporting Cycle. This document has been reviewed and approved by the Vancouver Community College (VCC) Board of Governors, and we are accountable for achieving the objectives in the outlined plan.

This plan will help us work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the VCC Mandate Letter.

We look forward to working with the Ministry over the coming year to achieve our common goals

Yours sincerely,

Pamela S. Ryan   Dr. Peter Nunoda
Chair, Board of Governors   **President**

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ACCOUNTABILITY PLAN AND REPORT OVERVIEW

In November 2003 the B.C. Government adopted the *BC Reporting Principles* to guide government reporting. These principles provide a guide for developing the Institutional Accountability Plan and Report.

The annual Mandate Letter, received by Vancouver Community College provides strategic priorities and key performance expectations for the fiscal year. This provides the framework for the report. The Mandate Letter contains multiple priorities as listed below. Priority 8 of the 2017/18 Mandate Letter, the financial target identified in the Ministry's Service Plan, is a system target. Each institution's balanced budget contributes to achieving this target.

MANDATE LETTER 2017/18 REQUIRED FOR REPORT	MANDATE LETTER 2018/19 REQUIRED FOR PLANNING/IMPLEMENTATION

1. Develop and implement an updated Skills Gap Plan.
2. Support the #BCTECH Strategy.
3. Implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.
4. Deliver on provincial priorities for international education including two-way flow of students, educators and ideas.
5. Promote the development and use of online resources and open textbooks.
6. Participant in the development and implementation of a common application system.
7. Promote safe campuses.
8. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan.
9. Participate in Administrative Service delivery Transformation initiative.
	1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that respond to the TRC Calls to Action and UNDRIP.
	2. Implement priority initiatives including:
	  a. Tuition-Free ABE and EAL programs to domestic students.
	  b. Improve education success of former youth in care.
	  c. Expand tech-related programming and others that align to the knowledge-based economy.
	3. Improve student mental health, safety and overall well-being.
	4. Align institutional processed with K-12 curriculum changes.
	5. Develop a balanced approach to international education.
	6. Comply with the 2% cap on tuition and mandatory fee increases.

The Institutional Accountability Plan and Report is a public document and provides the general public an opportunity to become familiar with Vancouver Community College, and the Ministry with assistance in system- wide planning. The reports are posted on the Ministry and institution websites. VCC's Institutional Accountability Plan and Report conveys a logical alignment of planning elements and outlines the institution's goals, objectives and outcomes with the Ministry

INTRODUCTION

Vancouver Community College's (VCC) mission is to provide high quality learning experiences for a highly-diverse student body and remain agile and resilient while adapting to a 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 creating new jobs that demand different skills, and changing the trajectory of our working lives[1]. *The British Columbia Labour Market Outlook: 2017 Edition* maintains that to meet this challenge, B.C. educators can focus on ensuring that training provides students with skills that are adaptable and last their entire careers. A strong foundation of skills and workforce competencies are required to assist people to adapt to changes and opportunities that will come from 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, is moving away from training for a specific job and shifting to recognize the value and importance of learning skills for a career.[2]

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. These 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, 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 be integrated into the programs and training that VCC offers will be defined. Further, 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 has positioned itself for growth focusing on both international and domestic enrolment but also looking for opportunities to generate more external revenue by building partnerships with both corporate and not-for-profit organizations. VCC will continue to add more post-degree diplomas to meet the demands from international markets and focus some of our recruiting efforts on emerging markets to ensure diversity in the international student population. We are working towards increasing our domestic enrolment through new program offerings and improved customer service. Our 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 is increasing efforts to build intra-departmental capacity, build institutional awareness and continue working towards putting policies around Indigenization into action.

VCC has the ability to create and deliver new programs quickly due to a well developed academic governance model. However, to meet the challenges of rapidly-changing workplaces, the college will need to be more flexible in how we deliver programs. Students are seeking more blended and on-line learning

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[1] *Learning Nation: Equipping Canada's Workforce with Skills for the Future: Advisory Council on Economic Growth, December 1, 2017*

[2] *British Columbia Labour Market Outlook: 2017 Edition https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx*

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, VCC will explore ways to enhance our courses and programs to enable working adults to continually upgrade their skills.

VCC's vision for the future, 5, 10, 15 and even 20 years, anticipates even more significant pressure placed 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 our 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."[3] 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 change.

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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[3] Government of Canada. Budget 2017. Canada's Innovation and Skills Plan

STRATEGIC DIRECTION AND CONTEXT

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

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.

VCC Key Success Drivers

Educational Quality	Operational Excellence	Financial Stability and Sustainability	Reputation Management	Business Development
Focusing on learning centered programming that is relevant, flexible, and career oriented	Problem solving, teamwork, and leadership for continual organizational improvement	Achieving financial sustainability through integrated strategic and financial planning, revenue diversification, cost management and sound administration and social and environmental responsibility	Continuing to build and maintain a strong respected brand identity	Developing new business partnership opportunities by proactively engaging with various stakeholders

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

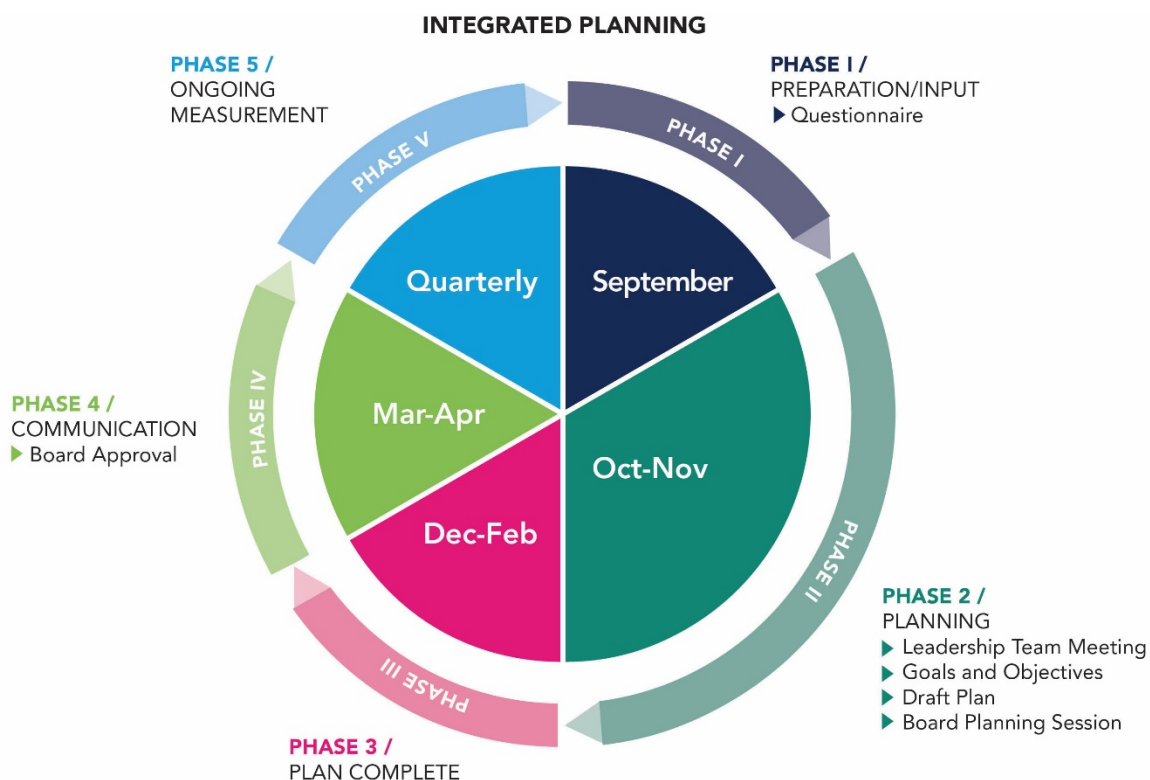**Goal 5.1** – develop new partnerships and collaboration

Integrated College Plan Overview

VCC's Integrated College Plan identifies our goals, objectives and initiatives that align with the VCC's vision, values and the five key success drivers which 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.

Planning Cycle

INTEGRATED PLANNING

PHASE 5 / ONGOING MEASUREMENT

PHASE I / PREPARATION/INPUT
▶ Questionnaire

PHASE 4 / COMMUNICATION
▶ Board Approval

PHASE 2 / PLANNING
▶ Leadership Team Meeting
▶ Goals and Objectives
▶ Draft Plan
▶ Board Planning Session

PHASE 3 / PLAN COMPLETE

Quarterly — September — Oct-Nov — Dec-Feb — Mar-Apr

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

The diagram below illustrates the various plans that are incorporated into the overall Integrated College Plan:
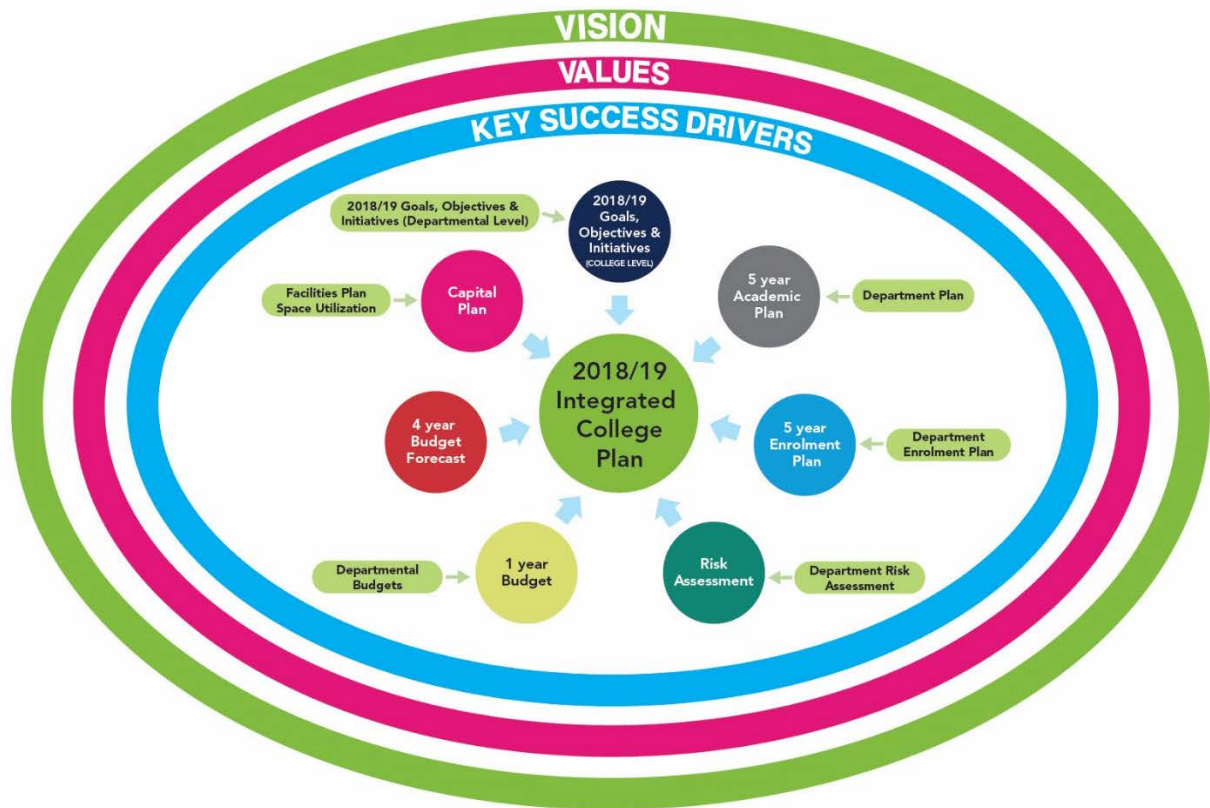
Academic Programming

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.[4] 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 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 have been developed by each School.

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.

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[4] *KOTTER, J. P. LEADING CHANGE. Boston: Harvard Business School Press, 1996.(p.73)*

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.

Post-Secondary Trends

There is a great deal 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."[5] 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.[6] 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."[7] 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.

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 Institutions & 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.)

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.)

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[5] *Future of Employment is Working to Learn. Zabeen Hirji. Vancouver Sun Monday, February 28, 2018*
[6] *The Intelligence Revolution: Future-proofing Canada's workforce. Delloitte.*
[7] *Learning Nation: Equipping Canada's Workforce with Skills for the Future: Advisory Council on Economic Growth December 1, 2017*

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 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.

Preparing for Careers

Students 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**
1. Complex Problem Solving 2. Coordinating With Others 3. People Management 4. Critical Thinking 5. Negotiation 6. Quality Control 7. Service Orientation 8. Judgement and Decision-Making 9. Active Listening 10. Creativity	1. Complex Problem Solving 2. Critical Thinking 3. Creativity 4. People Management 5. Coordinating With Others 6. Emotional Intelligence 7. Judgement and Decision-Making 8. Service Orientation 9. Negotiation 10. Cognitive Flexibility

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

British Columbia's 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 workers the necessary skills and training for 21st 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

- High School and or Occupation Specific Training
- Bachelor's Graduate or First Professional degree and /or Significant Work Experience
- Diploma, Certificate or Apprenticeship Training
- Less than High School
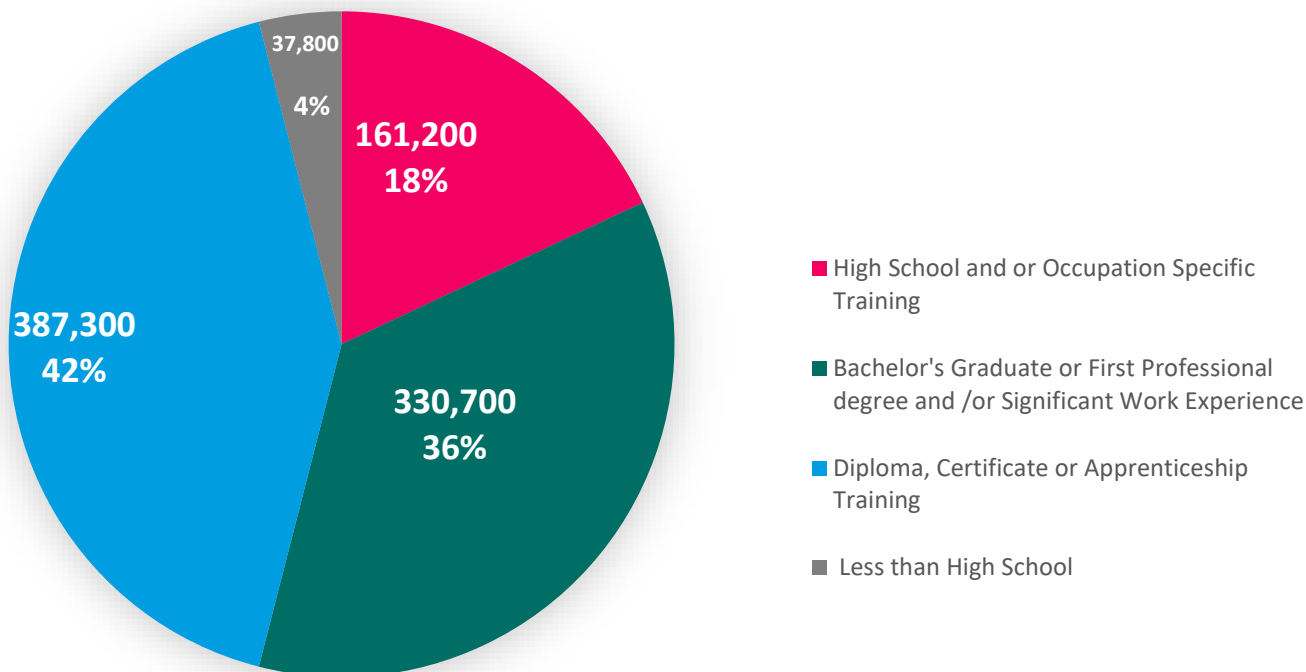
917,000 Job Openings Expected in BC to 2027

Industry Outlook

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

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

VCC Student Demographic

VCC 2017 / 2018

14,150 STUDENTS REGISTERED ANNUALLY

فارسی Tagalog 中文 English Español 日本語 한국말

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

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

SCHOOLS & DIVISONS

ARTS & SCIENCE
CONTINUING STUDIES
HEALTH SCIENCES
HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS
LIBRARY, TEACHING AND LEARNING SERVICES
INTERNATIONAL EDUCATION
INDIGENOUS EDUCATION
PARTNERSHIP DEVELOPMENT OFFICE
TRADES TECHNOLOGY & DESIGN

95% OF GRADUATES ARE EMPLOYED*

93% OF STUDENTS SATISFIED WITH QUALITY OF INSTRUCTION*

*BCStats Student Outcomes 2017: Diploma, Associate degree and Certificate survey (DACSO)

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Employee Demographics

VCC has a diverse employee population, which is a reflection of B.C.'s cultural diversity, with employees from a broad spectrum of backgrounds, cultures and countries. The employees are divided into four groups: Faculty, Support Staff, Continuing Studies (Instructors) and Administration which is based on their primary function/role. In the table below, the number of employees is presented for each Group, by Gender and by Age Range.

This data identifies that VCC has a high proportion of females to males with the overall female to male 66% Female and 34% Male. The Age Range data identifies that VCC has a very limited number of employees less than 25 years of age and the range 55-64 and >= 65 combined is 34% of the total employees.

Number Of Employees								
	<25	25-34	35-44	45-54	55-64	>=65	Grand Total	Sex %
Administrators		**13**	**25**	**28**	**14**	**1**	**81**	**7%**
Female		*9*	*17*	*17*	*6*	*1*	*50*	*62%*
Male		*4*	*8*	*11*	*8*		*31*	*38%*
CS Instructors		**50**	**90**	**91**	**82**	**35**	**348**	**29%**
Female		*34*	*59*	*52*	*62*	*27*	*234*	*67%*
Male		*16*	*31*	*39*	*20*	*8*	*114*	*33%*
Support Staff	**3**	**43**	**72**	**104**	**78**	**13**	**313**	**26%**
Female	*2*	*32*	*54*	*69*	*52*	*5*	*214*	*68%*
Male	*1*	*11*	*18*	*35*	*26*	*8*	*99*	*32%*
Faculty		**24**	**98**	**142**	**160**	**26**	**450**	**38%**
Female		*18*	*60*	*101*	*98*	*15*	*292*	*65%*
Male		*6*	*38*	*41*	*62*	*11*	*158*	*35%*
Total								
Female	*2*	*93*	*190*	*239*	*218*	*48*	***790***	***66%***
Male	*1*	*37*	*95*	*126*	*116*	*27*	***402***	***34%***
Grand Total	**3**	**130**	**285**	**365**	**334**	**75**	**1,192**	
Age %	0%	11%	24%	31%	28%	6%		

Data provided by VCC Human Resources: The data contained in table reflects active employees in Banner as of May 14, 2018, excluding casual, auxiliary and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.

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 each 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; well above other post-secondary institutions' participation rates, benchmarked at 63%.

Employee Engagement Strategy Committee (EESC)

The 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 new members will join the committee, infusing new perspectives and engagement ideas.

Engagement Drivers

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

- Professional Growth
- Organizational Vision
- Senior Leadership
- Innovation
- Teamwork
- Other Drivers

17.6% — 17.4% — 37.0% — 7.0% — 9.6% — 11.4%
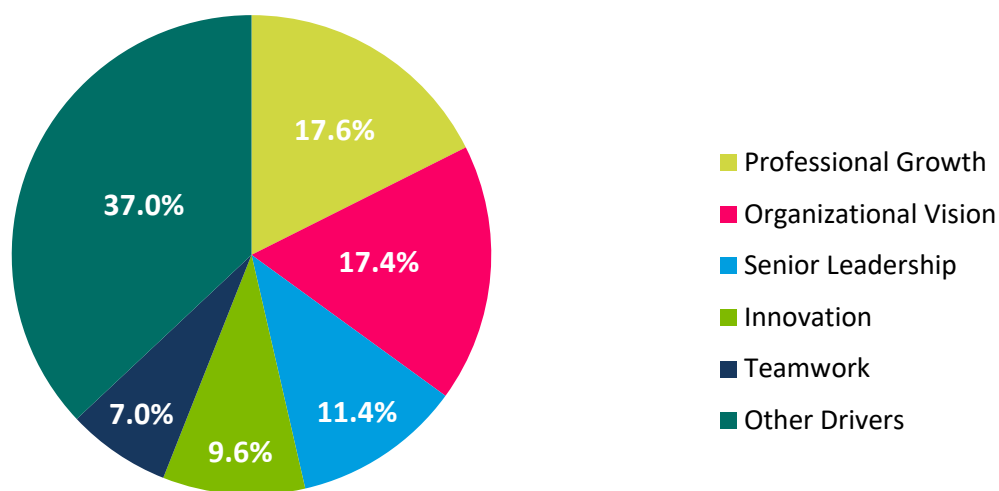
Engagement Action Plan

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.

Temperature Check Survey

VCC's commitment to enhancing employee engagement is longstanding. To measure progress on improving engagement, the college will be conducting a VCC SPEAKS pulse check survey November 2018. The survey will re-examine VCC employees' perceptions about VCC top engagement drivers and engagement overall.

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.

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

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.

Centre 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 and Rick Hansen Foundation Accessibility Certification Training. Every semester, CS offers new programs and courses to the public to meet local market demand and that appeals to both newcomers entering a field of work and experienced people looking to move up in their careers.

9,300

Job openings are expected for Early Childhood Educators in B.C. by 2025.

Library and 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 with 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 more than 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

VCC has 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. In 2017-18 VCC signed 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, and manage projects.

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.

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, providing convenient access from throughout Metro Vancouver.

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.

2017/18 Major Accomplishments

2017/18 MAJOR ACCOMPLISHMENTS	
KSD #1 – Educational Quality	
Health Sciences	■ Pre-Health Sciences program in development ■ New Dental Hygiene degree in development ■ Revised Denturist program in development ■ Program review: Occupational/Physical Therapist Assistant(OTPA); Practical Nursing and Access to Practical Nursing ■ New grid created for Academic English and English proficiency requirements ■ Accreditation site visit preparation in progress for OPTA and Pharmacy Tech
Trades, Technology & Design	■ New Heavy Mechanical trades program for International students in development ■ Visual Communications Design certificate and diploma; curriculum updates completed ■ New Hairstylist apprenticeship Level 1 and 2 courses through governance and ready for launch in spring 2018 ■ CAD/BIM pursuing accreditation with Technology Accreditation Canada (TAC) ■ New Computer Systems Technology (CST) 2 year diploma curriculum purchased; domestic program launch scheduled for September 2019; government base funding approved for domestic students
Hospitality, Food Studies & Applied Business	■ Professional Cook 1 & 2 program curriculum renewal implemented; catering module received governance approval - scheduled for launch in summer 2018 ■ Baking and Pastry Arts curriculum renewal in progress; in the concept paper governance phase ■ Administrative Assistant renewal review commenced ■ New post degree diploma in Canadian Business Management for international students launched with additional cohorts being added due to market demand
Arts & Sciences	■ Deaf and Hard of Hearing program review commenced ■ Associate of Arts and Associate of Science degrees – work ongoing towards completion of Program Content Guide (PCG) ■ Career Literacy Foundations curriculum development completed and in governance ■ Music Degree program review in early planning stages ■ ASL and Deaf Studies full-time UT program development in progress

	■ Piloting EAL instructor support in Hospitality and Canadian Business Management international cohorts ■ EAL Pathways blended delivery option being delivered and well subscribed
Continuing Studies	■ Renewal of Early Childhood Care Education (ECCE) post-basic program through governance with launch set for fall 2018 ■ Counselling Skills program redesign underway ■ Partnership established with the Rick Hansen Foundation (RHF) to deliver their Accessibility Assessor training program ■ Fashion Merchandising online course in development
Library, Teaching & Learning Services	■ Learning Commons survey completed ■ President's Research Symposium held in October 2017; new $10,000 research fund established ■ Learning Management Systems (LMS) - in the process of developing a strategic framework ■ E-Textbook and Open Resource textbook pilots in progress ■ Institutional Learning Outcomes (ILO) consultation underway
Student Development	■ Case management software review in progress ■ Current provisions and practices on duty to accommodate assessment in progress ■ Developing a mental health and wellness strategy ■ Sexual Violence Policy completed, approved and in compliance with Ministry expectations
International Education	■ Recruitment of students for Canadian Business Management (CBM) Post-Degree Diploma has resulted in additional cohorts being added due to high market demand ■ Development of a new Post-Degree Diploma in Project Management underway ■ MOUs updated with language partner schools for UT articulation ■ Additional cohorts added in Trades, Culinary Arts and Hospitality ■ Partnership with Indian subcontinent office has resulted in a substantial increase in Indian students enrolling in programs
Partnership Development Office (PDO)	■ Exploring feasibility of short-term "Field Studies" for international faculty (instructors) ■ Working with Indigenous Education and Community Engagement to explore training opportunities – several proposals have been submitted
Indigenous Education and Community Engagement	■ Gladue report writing program curriculum development and pilot being delivered by the PDO ■ Implementation of Indigenization Advisory Council/Committee underway ■ Facilitating workshops that address the principles of Indigenous Education Protocol

KSD #2 – Operational Excellence	
Registrar and Enrolment Services	■ Banner data cleanup in progress ■ Real term admissions processes under review ■ Developed a Banner related projects list ■ New timetabling structure under development; consultation with departments underway ■ Revised admissions and flexible admissions policies have been approved
Institutional Research	■ Piloting a new visualization/reporting software tool ■ Conducting labour market research for program renewal or new program development ■ Process review of Banner Operational Data Storage (ODS) functionality and cost
VP Academic	■ Working group established to develop and implement a Strategic Enrolment Management Plan (SEM) ■ SEM Plan program inventory developed ■ Planning process started for the Ministry Quality Assurance Process Audit later in 2018 ■ Program Review and Renewal Policy in governance
Human Resources	■ Identifying recommendations to the policy/procedure for changes to the Bullying, Harassment and Discrimination Policy ■ Developing best practices for an employee training program ■ Creating draft terms of reference for a VCC Wellness Committee ■ Pilot program to enhance employee orientation launched in spring 2018 ■ Employee Engagement Committee has finalized a top 5 list of engagement initiatives ■ Review and update of job descriptions for exempt positions in progress
Information Technology	■ Banner 9 upgrade project and implementation plan for phase I (payroll and HR module upgrades) has been developed ■ Curriculum management software implementation (Course Leaf) training in progress with go live scheduled for spring 2018 ■ College wide printer replacement plan in progress – current Ricoh lease expires in June 2018

	■ IT security assessment underway with final report to be delivered in spring 2018 ■ Web time entry working group developing a survey to capture current procedures ■ Assessing different software vendors for online registration systems for Continuing Studies and Contact Relation Management (CRM) software
Commercial Services	■ Space design completed for relocation of duplication department at Broadway ■ Food Services operational changes made based on the new Culinary Arts curriculum re-design
Safety, Security & Risk Management	■ Emergency Response Management (ERM) Committee struck to and revise the current ERM manual and communication plan ■ Emergency management training plan created and multi sessions conducted ■ Renovations of downtown security kiosk completed ■ Development of risk management and privacy procedures in progress ■ Roll out of sexual violence and sexual misconduct policy and procedures underway
Procurement	■ Phase II underway for streamlining procurement processes and procedures ■ New solicitation contract templates developed
Facilities	■ Event Management Software (EMS) configuration and implementation nearing completion ■ 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 ■ Working with Partnerships BC to develop a RFP for a Campus Master Plan
KSD #3 – Financial Stability and Sustainability	
VP Administration/CFO	■ Competed cycle for the Integrated College Plan ■ 5-year academic plan ■ Monitoring and updating of goals, objectives and initiatives ■ Communication of updated goals, objectives and initiatives

President	■ Consultation and communication of the new vision statement and values for the college completed
Finance	■ Review of the enrolment and budget planning process ■ Careful monitoring of actual to budget results ■ Enhanced financial reporting
KSD #4 – Reputation Management	
Marketing	■ Continuation of "Make your Mark" campaign ■ Development of a digital marketing strategy – revised approach to sustained Google advertising ■ Digital metrics and reporting to be rolled out in summer 2018 ■ Brand standards guide rollout underway
Stakeholder Engagement	■ More internal and external outreach in progress
Fundraising	■ Flourish Gala fundraising event ■ Student awards
KSD #5 – Business Development	
Partnership and Business Development	■ Exploring mutually beneficial business partnerships with external stakeholders

PERFORMANCE PLAN:
GOALS, OBJECTIVES, PERFORMANCE MEASURES AND TARGETS

Ministry of Advanced Education, Skills and Training Objectives and Performance Management

This section provides the logic model for the Accountability Framework, highlighting the performance measures specified by the Ministry of Advanced Education, Skills and Training (AEST) for VCC.

STRATEGIC OBJECTIVE	DEFINITION	PERFORMANCE MEASURE
Capacity	The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.	Student spaces (total, health, developmental, medical) Credentials awarded Sponsored research funding
Access	The B.C .public post-secondary system provides equitable and affordable access for residents.	Transition rate of high school students to public post-secondary education Participation Rate Loan repayment as a percent of income Aboriginal student spaces Credentials awarded to Aboriginal students
Quality	The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	Student satisfaction with education Student assessment of the quality of instruction Student assessment of skill development
Relevance	The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate
Efficiency	The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investment.	Year to year retention rate Time to completion

This table identifies the scale for target assessments that apply to each of the results of the performance target outlined by the Ministry of Advanced Education, Skills and Training. Performance measures bolded are those measures that apply to VCC.

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantively Achieved	90% - 99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error greater than 10%

Aligning Ministry of Advanced Education, Skills and Training, and Vancouver Community College Objectives

		AEST Strategic Objectives				
		Capacity	**Access**	**Quality**	**Relevance**	**Efficiency**
Vancouver Community College Key Success Drivers	**Education Quality**	▪ Aiding students in accessing appropriate funding support ▪ High level of satisfaction with Enrolment Services	▪ Accessibility for diverse learning needs ▪ Removing barriers of entry for Indigenous students	▪ Delivering high quality learning experiences ▪ Developing high demand skills in our learners	▪ Effective curriculum ▪ Responding to changing needs ▪ External engagement ▪ New/relevant programs	▪ Streamlining student registration processes ▪ Operating efficiently and directing resources towards students and learning
	Operational Excellence	▪ Maximizing campuses and resources ▪ Streamline and simplify internal processes	▪ Provide appropriate access to our learners ▪ Improving registration processes	▪ Teaching and learning excellence ▪ Recruitment, development and retention	▪ Nimbly responding to changing demands of learners and external environments	▪ Building a culture of evidence-based decision making ▪ Strengthening leadership and accountability ▪ Environmental sustainability
	Financial Stability and Sustainability	▪ Meet the domestic and International enrolment targets ▪ Monthly/Quarterly enrolment reporting	▪ Increased enrolment International students ▪ Increased opportunities for Indigenous students	▪ Implement Integrated Planning Cycle	▪ Grow the commercial services area ▪ Continue to focus on investment opportunities	▪ Implement a financial strategy to provide a stable and sustainable working environment
	Business Development	▪ Increasing opportunities to create more learning experiences outside VCC	▪ Streamlining student pathways in/out of VCC ▪ Create partnership opportunities between employers/students/VCC	▪ Strengthening PACs ▪ Advancing the quality of learning	▪ Building partnerships that make sense ▪ Maintaining dialogue with industry and community ▪ Refreshing Program Advisory Committees	▪ Taking a deliberate and goal-oriented approach to partnerships
	Reputation Management	▪ Telling "the VCC story" more widely ▪ Increasing awareness of VCC and our programs	▪ Helping our target markets be aware of VCC	▪ Highlighting VCC's quality of instruction in our branding	▪ Clarifying our brand identity ▪ Increasing awareness of VCC in the community	▪ Targeting our marketing efforts to maximize our outcomes relative to investment

This matrix identifies the five AEST objectives, Capacity, Access, Quality, Relevance and Efficiency and the five Key Success Drivers of VCC's Integrated Plan; Education Quality, Operational Excellence, Financial Stability and Sustainability, Business Development and Reputation Management and this matrix indicates the activities to achieve these objectives.

Strategic Objective 1: CAPACITY

The strategic objective for Capacity is to ensure the post-secondary system is of sufficient size to meet the needs of the province. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- **Student spaces (total, health, developmental, medical)**
- **Credentials Awarded**
- *Sponsored research funding (not applicable to VCC)*
- *University admissions GPA (not applicable to VCC)*

Student Spaces:

The number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas continued to decline, following the overall downturn in student enrolments in post-secondary education in British Columbia. This decline over the past years has prompted VCC to review and monitor the strategic enrolment planning process to stabilize the number of student spaces and increase effective and efficient enrolment planning strategies to grow enrolment in future years. This stabilization will allow our current enrolment numbers to grow in a strategic and structured manner meeting the needs and demands of the labour market. While this target was not achieved this year, VCC is committed to continue to provide high priority program areas. The number of student spaces in nursing and allied health programs continued to exceed our targeted FTEs. However, VCC's developmental student spaces have continued to decline. However, the number has stabilized and we can look to further develop programs to support this within the post-secondary education sector. VCC has seen a renewed interest and enrolment in University Transfer courses and this will be another area of significant growth for VCC.

Total Student Spaces						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
4,154	6,521	4,006	Not Achieved	6,521	6,521	N/A

Nursing and other Allied Health programs						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
941	841	888	Exceeded	841	841	N/A

Number of Student Spaces in Developmental programs						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
1,437	2,518	1,457	Not Achieved	2,518	2,518	N/A

VCC's utilization of funded domestic student FTE's, in accordance with the Skills Gap Initiative, through the Ministry of Advanced Education, Skills and Training will continue to focus on the planning strategies and key success drivers of the Integrated College Plan and Academic Plans, as they are aligned with B.C.'s Job Plan and provides students with sustainable and affordable access to post-secondary education.

Credentials Awarded [8]						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
2,714	2,244	2,314	Achieved	2,847	N/A	N/A

Credentials Awarded: Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

[8] *https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf*

Strategic Objective 2: ACCESS

The strategic objective for Access is to ensure that all citizens have equitable and affordable access to public post-secondary education. The performance measure is set by each institution. VCC is committed to providing quality education opportunities to students within the province at an affordable price.

Number of Indigenous students:
Full Time Equivalent (FTE) of Indigenous students at VCC

Indigenous Student Spaces (FTE)[9]					
	Reporting year				
	2014/15	2015/16	2016/17	2017-18	2017/18 Assessment
Total Indigenous Spaces	324	309	**311**	**276**	**Not Achieved**
Ministry (AEST)	228	230	**217**	**194**	
Industry Training Authority (ITA)	96	79	**94**	**82**	
Target	**Greater than prior year**				

Our long history of providing access to education for all groups remains at the core of our values, and was emphasized throughout the internal consultation of our integrated planning process. Moving forward, we will determine the resources needed to provide exceptional access to learning.

As we improve our ability to provide exceptional access we will ensure that Indigenous learners are in the best position to participate and succeed by removing the barriers to entry to post-secondary education and continuing to provide appropriate support to ensure the success of our Indigenous learners. Our programs are becoming more relevant, responsive and receptive to Indigenous learners, and we will further enhance our partnerships with Indigenous organizations, individuals and communities. The team in VCC's Indigenous Education and Community Engagement department is dedicated to fulfilling our mandate.

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[9] https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

Strategic Objective 3: QUALITY

The AEST strategic objective of Quality is designed to ensure the public post-secondary system is of satisfactory quality to meet the needs of students, employers, and citizens. The performance measures outlined in the Accountability Framework are provided in the following table. VCC graduates are surveyed once they have completed their credential and depending on the type of credential. The three (3) measures used in this objective are:

- Student satisfaction with education
- Student assessment of the quality of instruction
- Student assessment of skill development

The student research survey instruments used are:

- Diploma, Associate degree and Certificate student outcomes survey (DACSO)
- Apprenticeship student outcomes survey (APPSO)
- Baccalaureate Graduate Survey (BGS)

VCC is dedicated to providing the highest education quality required to meet the needs of a diverse student group and a changing labour market. B.C. is emerging as a knowledge-based society and economy and VCC will continue to provide students with the skills and experience to meet the needs of the labour market. VCC and its industry partners are responding to this ever-changing labour market and fulfilling the provincial mandate outlined in the *B.C.'s Skills for Job Blueprint*.

The performance measures indicate that VCC's graduates are satisfied with the quality of education and instruction which provided them with the skills and experience to be job-ready in the labour market.

VCC graduates continue to be successful in a competitive and changing labour market environment as they have developed the appropriate skill sets to suit the individual needs or requirements of a particular career or profession. VCC will continue to ensure the most effective and appropriate teaching and learning resources and experiences are incorporated into each program and course.

In addition to the 91 Certificates, 31 Diploma and 14 Apprenticeship programs currently offered at VCC, there are three baccalaureate degree programs: Bachelor of Science (Nursing), Bachelor of Hospitality Management and Bachelor of Music. For these programs, our performance against the AEST performance measures has been assessed Achieved or Exceeded, similar to the success that VCC has celebrated in all other programs in past years.

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Refer to https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
Refer to http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx

Student satisfaction with education				
	Reporting year			
	2014/15	2015/16	2016/17	2017/18	2017/18 Assessment[10]
Former diploma, associate degree and certificate students	93.0%	92.5%	92.5%	**92.6%**	**Achieved**
	Target: ≥ 90%				
Apprenticeship graduates	95.7%	97.3%	98.0%	**96.2%**	**Achieved**
	Target: ≥ 90%				
Baccalaureate graduates	94.2%	94.5%	95.1%	**93.1%**	**Exceeded**
	Target: ≥ 90%				

Student assessment of the quality of instruction				
	Reporting year			
	2014/15	2015/16	2016/17	2017/18	2017/18 Assessment[10]
Former diploma, associate degree and certificate students	95.0%	93.9%	94.5%	**93.7%**	**Achieved**
	Target: ≥ 90%				
Apprenticeship graduates	97.6%	98.7%	99.0%	**97.2%**	**Exceeded**
	Target: ≥ 90%				
Baccalaureate graduates	92.3%	94.6%	95.1%	**96.7%**	**Exceeded**
	Target: ≥ 90%				

[10] Refer to https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

Student assessment of skill development				
	Reporting year			
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2017/18 Assessment**
Former diploma, associate degree and certificate students	77.6%	88.1%	88.6%	**89.2%**	**Achieved**
	Target: ≥ 85%				
Apprenticeship graduates	77.4%	88.7%	90.8%	**89.6%**	**Exceeded**
	Target: ≥ 85%				
Baccalaureate graduates	90.3%	89.0%	93.7%	**87.1%**	**Exceeded**
	Target: ≥ 85%				

Student assessment of skill development: Former diploma, associate degree and certificate students				
	Reporting year			
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2017/18 Assessment**
Skill development (avg. %)	77.6%	88.1%	88.6%	**89.2%**	**Achieved**
	Target: ≥ 85%				
Written communication	73.6%	84.2%	85.3%	**84.8%**	
Oral communication	75.2%	86.6%	85.7%	**87.6%**	
Group collaboration	83.5%	90.6%	91.5%	**91.8%**	
Critical analysis	79.6%	88.3%	90.5%	**90.5%**	
Problem resolution	73.2%	88.2%	85.7%	**87.0%**	
Learn on your own	76.9%	88.0%	89.5%	**89.2%**	
Reading and comprehension	81.4%	90.8%	91.1%	**92.9%**	

Student assessment of skill development: Apprenticeship graduates					
	Reporting year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2017/18 Assessment**
Skill development (avg. %)	77.4%	88.7%	90.8%	**89.6%**	**Exceeded**
	Target: ≥ 85%				
Written communication	71.3%	82.4%	76.1%	**73.6%**	
Oral communication	68.5%	87.0%	82.4%	**82.9%**	
Group collaboration	84.1%	89.3%	91.8%	**94.1%**	
Critical analysis	82.6%	89.5%	95.9%	**96.1%**	
Problem resolution	75.4%	85.8%	95.9%	**93.4%**	
Learn on your own	77.4%	92.6%	96.8%	**88.5%**	
Reading and comprehension	82.2%	94.3%	90.4%	**91.1%**	

Student assessment of skill development: Baccalaureate graduates					
	Reporting year				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2017/18 Assessment**
Skill development (avg. %)	90.3%	89.0%	93.7%	**87.1%**	**Exceeded**
	Target: ≥ 85%				
Written communication	91.3%	85.7%	84.4%	*	
Oral communication	90.2%	90.4%	89.7%	**86.2%**	
Group collaboration	98.1%	89.0%	97.5%	**86.2%**	
Critical analysis	84.3%	87.5%	97.5%	**89.7%**	
Problem resolution	86.3%	86.1%	87.5%	**89.3%**	
Learn on your own	91.8%	95.8%	100.0%	**90.0%**	
Reading and comprehension	89.8%	88.7%	97.4%	**85.7%**	

*Denotes that the data has not been provided by the Ministry

Strategic Objective 4: RELEVANCE

The AEST strategic objective of Relevance is designed to ensure the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- Student assessment of the usefulness of knowledge and skills in performing job
- Unemployment rate

Student assessment of the usefulness of knowledge and skills in performing job:
Programs offered at VCC are relevant and responsive to the needs of the province and specifically align with the B.C. Job Plan. The results for 2017/18 indicate that 89.3 percent of diploma, associate degree and certificate graduates, 94.3 percent of apprenticeship graduates and 96.4 percent of baccalaureate assessed the usefulness of knowledge and skills in performing job as 'very useful' or 'somewhat useful'. While there is an increase in the diploma, associate degree and certificate graduates still remain under the target of 90%.

As we move forward, we are striving to improve in the Relevance performance measure. Our primary focus is to ensure our programs and curriculum respond to changing needs for learners and graduates, and to develop new programs that align with the new and emerging market trends while fulfilling the labour market targets of the provincial government.

Student assessment of the usefulness of knowledge and skills in performing job					
	Reporting year				
	2014/15	2015/16	2016/17	2017/18	2017/18 Assessment
Diploma, associate degree and certificate graduates	87.9%	87.9%	88.2%	**89.3%**	**Achieved**
		Target: ≥ 90%			
Apprenticeship graduates	94.5%	94.9%	98.0%	**94.3%**	**Achieved**
		Target: ≥ 90%			
Baccalaureate graduates	87.0%	94.2%	100.0%	**96.4%**	**Exceeded**
		Target: ≥ 90%			

Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Refer to https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
Refer to http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx

Unemployment rate:

For the purposes of this report, this is defined as the percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

The relevance of our programs is further supported by the fact that we exceeded our targets for unemployment rates across all three assessed groups.

Unemployment rate					
	Reporting year[11]				
	2014/15	**2015/16**	**2016/17**	**2017/18**	**2017/18 Assessment**
Diploma, associate degree and certificate graduates[12]	8.4%	8.7%	7.9%	**6.4%**	**Exceeded**
		Target: ≤ 10.8%			
Apprenticeship graduates	1.5%	7.0%	0.0%	**0.0%**	**Exceeded**
		Target: ≤ 10.8%			
Baccalaureate graduates	2.1%	1.4%	5.1%	**3.4%**	**Exceeded**
		Target: ≤ 10.8%			

Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

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[11] https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
[12] http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx

Strategic Objective 5: EFFICIENCY

The AEST strategic objective of Efficiency is designed to ensure the public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.

Although there are currently no specific metrics to measure our performance for this AEST strategic objective, we recognize the importance of becoming efficient and effective as an organization. In light of this, the VCC Integrated College Plan is focused on relevance and efficiency. Highlighting initiatives such as: fostering leadership and accountability; improving our environmental sustainability; using technology to increase efficiencies, and increasing the effective use of key success drivers. We are exploring other investment opportunities that may allow us to reinvest cost efficiencies towards the quality of education that we provide.

AEST Accountability Framework Performance Targets

Performance measure	2018/19	2019/20	2020/21
Student spaces			
Total student spaces	6,521	6,521	TBD
Nursing and other allied health programs	867	867	TBD
Developmental programs	2,518	2,518	TBD
Credentials awarded			
Number	≥2,412	TBD	TBD
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	10.8%	≤ unemployment rate for individuals with high school credentials or less	
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

3 YEAR FINANCIAL OUTLOOK

The following summarizes the consolidated Financial Report for VCC:

Click here to link to the 2017-18 Audited Financial Statements

(IN $ THOUSANDS)	2018-19	2019-20	2020-21
Province of B.C. Grants	55,242	55,891	56,183
Adult upgrading grant (AUG)	-	-	-
Sales of goods and services	6,308	6,434	6,562
Tuition and student fees	37,916	41,848	46,159
Other grants, fees & contract services	4,280	4,408	4,672
Miscellaneous income	1,507	1,522	1,537
Donation income (Foundation related)	520	525	530
Amortization of deferred capital contribution	5,820	5,937	6,055
Investment income	200	202	204
REVENUES	**111,792**	**116,767**	**121,904**
SALARY AND BENEFIT EXPENSES	**80,211**	**83,461**	**87,359**
Supplies and general expenses	7,810	7,888	7,967
Adult upgrading grant (AUG)/ financial aid			
Bursary/scholarship	520	525	530
Professional fees	3,037	3,295	3,570
Building and telecom	6,685	6,752	6,672
Cost of Goods Sold	3,897	3,989	4,069
Depreciation expense	9,632	10,229	10,831
OPERATING EXPENSES	**31,581**	**32,678**	**33,638**
TOTAL EXPENSES	**111,792**	**116,139**	**120,998**
NET SURPLUS (DEFICIT)	**-**	**628**	**906**

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL BY-ELECTIONS

Education Council had bye-elections in May 2018 to replace two members. Denise Beerwald from the Dental Hygiene department was elected as a Faculty-At-Large member, and John Demeulemeester was elected as the faculty member from the School of Hospitality, Food Studies, and Applied Business.

David Branter from the Faculty of Music and Michael Tunnah from the Faculty of Hospitality stepped down from Education Council after many years of outstanding service. Dr. Branter served as Chair of Curriculum Committee for seven years and Mr. Tunnah served as Chair of Policy Committee for four years.

EDUCATIONAL POLICY DEVELOPMENT:

This is an update on educational policy development from January to June 2018.

Policy	Status	Target Completion
Policies Recently Approved / To Be Approved		
A.1.2 Student Appeals to the College Board		June 2018
C.3.2 Program Review and Renewal		April 2018
C.1.6 Registration		May 2018
D.1.2 Selection of Library Materials		January 2018
D.2.2 Awards	Combining with D.2.1 Student Academic Medal Awards	May 2018
D.3.6 Admissions		May 2018
Policies Currently Under Review at Policy Committee		
C.1.1 Grading, Progression, Withdrawal	Adjustments to progression standards based on Ministry guidelines	September 2018
C.1.3 Granting of Credentials	Adjustments to credit requirements for credentials	October 2018
C.1.4 Assignment of Credits to Courses	Review of assignment of credits in the BC context	December 2018
C.3.14 Curriculum Development and Approval		October 2018

D.3.8 Criminal Record Check	Working group established for scheduled 5-year review. Likely integrated into the Admissions Policy.	October 2018
D.4.3 Student Code of Conduct (Non-educational matters)	Working group established for scheduled 5-year review.	January 2019
D.4.5 Student Educational Conduct	Working group established for scheduled 5-year review	February 2019

SUMMARY OF CURRICULUM APPROVALS:

Education Council and Curriculum Committee approved the following curriculum from January to June 2018.

Education Council approved:
- New courses:
    - ELSK 0730 Communication for Engineering and Technology
    - VOVI 0100 Introduction to Assistive Technology for the Visually Impaired
    - ENGL 0992 Technical and Professional English
    - BIOL 2100 Cell Biology
    - BIOL 2110 Microbiology 1
    - BIOL 2210 Microbiology 2
    - BIOL 2134 Genetics 1
    - BIOL 2234 Genetics 2
    - BIOL 2200 Biochemistry
    - CHEM 2130 Organic Chemistry 1
    - CHEM 2230 Organic Chemistry 2
    - MUSC 1010 Preparatory Individual Instruction 1
    - MUSC 1011 Preparatory Musicianship 1
    - MUSC 1013 Preparatory Music Theory 1
    - MUSC 1020 Preparatory Individual Instruction 2
    - MUSC 1021 Preparatory Musicianship 2
    - MUSC 1023 Preparatory Music Theory 2
    - MUSC 1054 Preparatory Class Piano 1
    - MUSC 1064 Preparatory Class Piano 2
    - DNTL Dental Radiography Module
    - DENT 1505 Dental Radiography 1
    - DENT 2995 Dental Radiography 2
    - DENT 3745 Dental Radiography 3
    - ELSK 1006 IELTS Test Prep Academic
    - CULI 1517 Flavour Principles & Menus IE
- Updates to admission requirements for the Medical Device Reprocessing Technician program
- Updates to the admission requirements for the Legal Administrative Assistant program
- Updates to the admission requirements for four CAD/BIM credentials: Architectural Technician Certificate, CAD Technician Citation, Civil/Structural Technician Certificate, and Steel Detailing Technician Certificate.
- Curriculum documents for the Associate of Science Degree program

- Revised curriculum documents for the Music Diploma program
- Updates to the admission requirements for the Dental Reception Coordinator program
- Updates to the admission requirements for the Certified Dental Assisting (Distance) program
- Changes to the admission requirements for the Certified Dental Assisting (Onsite) program
- Updates to the ASL & Deaf Studies Certificate program
- Updates to NURS 1602 Human Anatomy & Physiology
- Updates to the Provincial Instructors Diploma program
- Curriculum documents for the Counselling Skills Foundational Certificate program
- Curriculum documents for the Computer Systems Technology Diploma program
- Updates to the Culinary Arts Diploma (International Cohort) program
- Updates to the Hospitality Management Degree (Daytime and Executive Cohorts)
- Updates to the admission requirements for the Pharmacy Technician Diploma program
- Updates to the Acute Care for Health Care Assistants Citation program
- Updates to the Health Care Assistant Certificate (ESL Cohort) program
- Updates to the Hairstylist Certificate program

Curriculum Committee approved:

- Updates to CCAC 1084 Communications for Health Sciences
- Updates to pre-requisites for BIOL 1120, ENGL 1100, MATH 1111, and PYSC 1100
- Updates for the Provincial Instructors Diploma and course outlines
- Updates to CLFE 0311 Career Literacy Foundations
- Updates to pre-requisites for PYSC 1100 and PSYC 1200
- Name change for Professional Cook + Catering program
- Updates to pre-requisites for CULI 1507
- Updates to pre-requisites for HCRA 1391

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 20, 2018

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Counselling Skills Foundational Certificate Program

BACKGROUND:

VCC has been teaching counselling skills since 1987, with the current version of the program launched in September 2009 with two certificates: Addictions Counselling Skills and Community Counselling Skills. This proposal is a significant redesign. A need for program renewal was identified during the Program Review process in 2015/16, with the review making 42 recommendations for improvement. The program had seen a drop in enrolment over the previous five years and an increase in student issues, but both issues have improved with greater stability in the program leadership.

The revisions streamline the current program into one core set of Foundational Counselling courses. It will eventually ladder into an Addictions Counselling Advanced Certificate and a Counselling Diploma that will be developed in subsequent years. The Foundational Certificate provides learners with the theoretical and practical knowledge in basic counselling skills to prepare them to work in support positions across community settings. It remains a part-time (evenings and weekends) program, as this flexibility is important to the typical student.

The program design team was led by Matthew Stevenson, Program Coordinator of Counselling Skills and Claire Sauvé, Senior Program Coordinator in Continuing Studies, and was made up of members of the Program Advisory Committee, instructors, program alumni, and members from Continuing Studies and the Centre for Teaching, Learning, and Research.

Upon completion of the program, graduates will be able to:

1. Demonstrate empathetic approaches in working with people
2. Explore self-awareness by acknowledging and challenging assumptions
3. Recognize how people are treated and shaped by historic and systemic oppression, as well as inclusion and social justice
4. Apply interpersonal skills to complex dynamics in social service agencies
5. Develop ethical and professional practices in support positions across community settings
6. Describe the benefits and potential limitations of a trauma-informed practice
7. Practice effective communication skills

The program is planning to launch in September 2019, with the additional credentials being designed and launched likely by 2020 and 2021.

DISCUSSION:

The curriculum has been reviewed by Education Council and Curriculum Committee. Curriculum Committee requested a more specific reference for ethics as a program learning outcome, as ethics are explicitly in many course learning outcomes. It also discussed that the department is developing a professionalism rubric to help monitor professional suitability as students enter and move through the program. All requested changes have been made.

There are no significant new capital or operational requirements to run this program. It is a Continuing Studies program, and is therefore run on a cost-recovery basis.

Education Council has approved the curriculum, and recommends approval of this new program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Counselling Skills Foundational Certificate program.

ATTACHMENTS: APPENDIX A - New Program Proposal for Counselling Skills

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 19, 2018

Complete the **Proposal for New Program** form prior to beginning significant development work on the program and courses. This form will be signed off on by the Vice President, Academic, Students & Research, and the Vice President, Finance & CFO. This will ensure there is institutional support in developing your new program.

Name of Program: Counselling Diploma with two exit points: Counselling Skills Foundational Certificate, Addiction Counselling Advanced Certificate

Credential Level: Certificate, Advanced Certificate, Diploma

Anticipated Start Date: September 2018 Counselling Skills Foundational Certificate

September 2019 Addiction Counselling Advanced Certificate

April 2020 Counselling Diploma (courses for completion)

PART 1: CONCEPT PAPER

Department Leader: Matt Stevenson – Program Coordinator, Claire Sauvé – Sr. Program Coordinator

Curriculum Developer / Faculty: Matt Stevenson – Program Coordinator, Claire Sauvé – Sr. Program Coordinator , Counselling Skills Program Instructors

Dean: Gordon McIvor – Dean of Continuing Studies

Proposal Date: July 2017

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10): N/A

Introduction and Rationale

Since 1987, VCC has been preparing students for work in the social services field. The Substance Abuse and Skills Certificate Programs were initially developed to meet the needs of individuals working in the social services field who had limited or no theoretical or clinical training. The program was offered in the evenings, allowing students to attend school part-time in the evening while working in the field. As demand for the program grew, the criteria for entry was expanded to include individuals who were interested in working in the area of social services, but who had no or limited experience in the field.

In 2006/2007, the Counselling Skills Certificate Programs underwent a comprehensive program review and renewal and the redeveloped parallel programs – the Addiction Counselling Skills Certificate and the Community Counselling Skills Certificate – were launched in September 2009. The programs have largely remained unchanged since then, having undergone minor updates and revisions.

The need for a program renewal was identified through the Program Review process in 2015/16 and initiated by the Sr. Program Coordinator and the Dean of Continuing Studies (CS) in the spring of 2016. Some indications of the need for revision were:
- **Currency of curriculum**. Student and instructor feedback indicated that curriculum revisions and a content refresh were needed. The program had not been renewed since launch in 2009.
- **Policy compliance**. The programs are currently not in compliance with either the Granting of Credentials Policy (as the two separate certificates contain more than 50% overlap), or the Assignment of Credits Policy (due to the credit ratio). Additionally, the two separate programs have the same Program Learning Outcomes.
- **Enrollment trends**. The program has been quite successful in the past; however, there has been a drop in enrollment over the past few years. In 2017/18 enrollment numbers have stabilized.
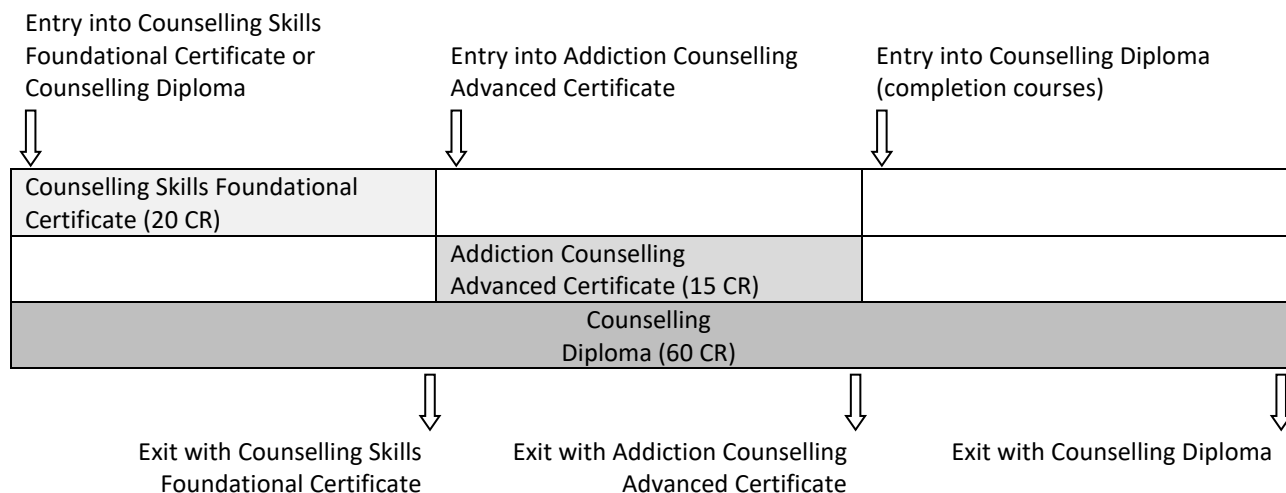
- **Emergent student issues**. The Program Coordinators and Assistants in this area were reporting a moderate to high volume of student issues, including several that had been escalated to the Dean, which pointed to the necessity of a review of program procedures, admission requirements, and process.

A needs assessment was carried out in 2016/17 and resulted in 42 specific recommendations for program revision which fall into the following categories:
- Curriculum Design
- Practicum
- Pathways
- Marketing
- Admission Requirements
- VCC Services
- Learning/Teaching Strategies
- Review Process

The *Counselling Skills Program Review Needs Analysis Report* was completed in March 2017. The program redesign process was launched in March 2017 and continued throughout spring 2017.

A Program Design team made up of members of the Counselling Skills Program Advisory Committee (PAC), instructors, program alumni, and members from CS and the Centre of Instructional Development (CID) has met six times and has conceptualized three laddered programs: the **Counselling Skills Foundational Certificate**, the **Addiction Counselling Advanced Certificate**, and the **Counselling Diploma**. The Diploma will encompass the Certificate and the Advanced Certificate, allowing students multiple exit and entry pathways.

Entry into Counselling Skills Foundational Certificate or Counselling Diploma   Entry into Addiction Counselling Advanced Certificate   Entry into Counselling Diploma (completion courses)

Counselling Skills Foundational Certificate (20 CR)		
	Addiction Counselling Advanced Certificate (15 CR)	
Counselling Diploma (60 CR)		

Exit with Counselling Skills Foundational Certificate   Exit with Addiction Counselling Advanced Certificate   Exit with Counselling Diploma

The proposed timeline is to launch the Counselling Skills Foundational Certificate in September 2018, the Addictions Counselling Advanced Certificate in September 2019, and the remaining Counselling Diploma courses in April 2020, with the first graduates of the Diploma finishing in March 2021.

It is important to note that while Continuing Studies identified this program as a high-priority program for renewal, the program is continuing in the current form throughout the renewal. The Program Coordinator and program instructors have been making ongoing improvements to the program and courses within the existing curriculum structure to mitigate student issues and update content. As a result, the number of escalated student issues has diminished, and enrollment has improved.

A. Purpose and Context

1. Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.

   The proposed revised Counselling Skills programs involve three laddered programs, rather than two parallel programs. The three proposed programs are the **Counselling Skills Foundational Certificate**, the **Addiction Counselling Advanced Certificate**, and the **Counselling Diploma**.

   The **Counselling Skills Foundational Certificate** is designed for individuals who are entering the social service field or for those already employed in this profession who wish to upgrade their skills. The Counselling Skills Foundational Certificate Program provides learners with theoretical and practical knowledge in basic counselling skills to prepare them for work in support positions across community settings.

   The **Addiction Counselling Advanced Certificate** is intended for individuals who wish to work specifically in the area of addiction work/counselling. It is designed for those who are entering this area, or for those already employed in the field who wish to upgrade their skills. The Addictions Counselling Advanced Certificate deepens learners' theoretical knowledge and applied practice in counselling skills to engage effectively with individuals, groups, and families struggling with problematic substance use.

   The **Counselling Diploma** includes entry and exit points at both the Counselling Skills Foundational Certificate and the Addictions Counselling Advanced Certificate level. The Counselling Diploma is intended for individuals entering the social service field or for individuals already employed in the profession and seeking strategic pathways for career and education advancement. The Counselling Diploma challenges learners' theoretical knowledge and practical skills in counselling and applies these to strategic pathways for further education and career enhancement in the field of counselling in community settings.

   Occupations/roles that graduates will be prepared for include but are not limited to:
   - Addictions worker/counsellor
   - Child and youth worker
   - Settlement worker
   - Family support worker
   - Outreach worker
   - Peer support worker
   - Youth outreach worker
   - Shelter worker
   - Social services worker
   - Vocational counsellor
   - Youth worker

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

   VCC's *2017/18 Integrated College Plan*:

   I. *Educational Quality – Committed to learning centered programming that is relevant, flexible and career oriented*
      - *Goal 1.1.2 Renew programs that have not gone through renewal in the past 5 years*
      - *Goal 1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes approved through Education Council and the Board Finance and Audit Committee, and meet VCC requirements for program continuation*

The Counselling Skills Programs were last renewed in 2006/2007 and launched in 2009. The renewal and redevelopment of the program area and implementation of the redeveloped programs are high priorities for Continuing Studies.

II. *Financial Stability & Sustainability – Achieve financial sustainability through integrated strategic and financial planning*

The relaunched programs will have updated tuition and fees that cover all direct and indirect operating costs and include institutional support.

III. *Reputation Management – Continue to build a strong brand identity that is carefully monitored and managed*

VCC has been offering programs in Counselling Skills since the 1980's, and the programs are well known and well received in the social and community services sector. The program redesign has included key industry stakeholders to ensure that current best-practices and language are incorporated. This will ensure that the VCC brand remains strong in the sector.

IV. *Business Development – Develop new business opportunities by engaging with multiple stakeholders*

The programs will continue to maintain partnerships with multiple stakeholders through the PAC, practicum site supervisors, and graduates who become employees in services and agencies. The program will continue to explore business opportunities for professionals working in the field. The program area has established relationships over the past year with the BC Career Development Association (BCCDA), and the Chartered Professionals of Human Resources in BC and Yukon (CPHR BC&YK). Similar partnerships will be pursued.

VCC's *Vision and Values:*

The program has been designed with the **VCC Vision** and **Values** of *Student Success, Excellence, Diversity,* and *Stewardship* in mind. The program will be innovative and experiential. By including key industry stakeholders in the program visioning and design, the new programs will incorporate current and innovative language, practices, and principles from the counselling field and social and community services sector. The programs have intentional reflective practices built-in to the design, which will support students in the classroom, in the workplace, and in the community.

The programs will have multiple entry and exit points. The programs will maintain the current flexibility, being offered part-time on evenings and weekends. Thus, students will be able to begin, continue, and advance their educational and career journeys at VCC.

2025 British Columbia Labour Outlook:

The occupation *Social and community service workers* (NOC 4212) is in the *Core List* of occupations in the ***2025 British Columbia Labour Outlook***, with an expected 11,700 job openings (2,520 in the Lower Mainland), and is listed in the *Occupations With The Largest Number Of Job Openings* in Mainland/Southwest. (Reference: 2025 British Columbia Labour Outlook)

3. How does this program relate to and/or support other programs at VCC?

The Foundational Certificate with the Advanced Certificate will ladder into the Counselling Diploma. Students who require academic or language upgrading in order to meet admission requirements will be able to pursue studies in CCA/College Foundations, or ESL Pathways.

B. Needs Assessment

4. What educational need is this program intended to meet?

   During the needs assessment phase, the program area evaluated the existing programs. Data was collected and analyzed from various sources including the following: past DASCO results, interviews with graduates, industry stakeholders and VCC service areas, instructor focus groups, and the graduate survey.

   I. *Graduate Feedback*

   When asked to choose items for improvement, respondents indicated that the following were highest priority:
   - More content about mental health
   - More focus on self-awareness and self-care
   - Required Group Counselling course
   - Vocational exploration at the beginning of the program
   - Indigenous content incorporated throughout the program / more required Indigenous content
   - More practice and hands on activities in the classroom setting

   When asked how important various aspects were, the following were each ranked as *Important* or *Most Important*:
   - Clear pathways to professional associations such as the Canadian Professional Counsellors Association (CPCA), or the Canadian Addiction Counsellors Certification Federation (CACCF)
   - Transferability of courses to other post-secondary institutions
   - The option to receive a diploma (2-years full-time or 3-4 years part-time)
   - Front-line mental health training (ex. ASIST, Nonviolent Crisis Intervention Training)

   Key findings from the graduate feedback (interviews, DACSO, and internal survey) included the following:
   - Many students find the program transformational; however, a minority of students found that their expectations were not met by the program
   - Pathways for completing the certificate require clarification and simplification
   - Part-time delivery is preferred, as is face-to-face instruction
   - There is little desire for solely online delivery; however, there may be some interest in having a blended approach to some courses
   - Length of some courses need to be revised as does some course content
   - Strong desire to have laddering program for counseling and continuation onto degree programs
   - Experience in the practicum is wide-ranging from very positive to very negative
   - Skill development (e.g. essential skills) helpful when moving onto further studies

   II. *Industry Feedback*

   Key findings included the following:
   - All industry feedback was generally positive and appreciative of the program.
   - VCC practicum students are well prepared in the majority of cases and the industry stakeholders appreciate VCC students' participation in their organizations. The only area found lacking in terms of preparation is cultural competency when dealing with clients from many different cultural backgrounds.
   - Some organizations face challenges integrating placing VCC students in a practicum placement. The reasons vary widely from lack of cultural awareness and/or language barriers that make it difficult for students to communicate with clients to the structure of the practicum which makes it difficult integrating the student into the organization.
   - Strengths of the program were listed as: practical learning, specifically the videotaping of students; peer review of counseling skills; and learning about referral services.
   - Weaknesses of the program were listed as: some courses too short; lack of awareness about some particular treatment modalities in addiction treatment.

- "Big shift" in industry to multi-delivery modes of support (e.g. telephonic, online and face-to-face) and also requirement to "do more with less." Also, significant trends include:
    - Collaborative practice/peer work
    - Wellness focus
    - Spirituality in counseling
    - San'yas Indigenous Cultural Safety Training (delivered by the Provincial Health Services Authority of BC)Use of interventionists
    - Mental health and concurrent disorders
    - Trauma-informed practice
- Suggested improvements to the program are: focus on wellness and more holistic curriculum; personalized learning plans; relational practice; closer look at students' work ethic; and intake to include volunteer or community services experience.
- Suggested content areas to cover: trauma, burn out, social justice, advocacy, self-care and boundaries (ethical and healthy).

III. *Structural considerations for the program*

There are several structural considerations that were taken into account during the Needs Analysis.

Scheduling

The program has historically been a part-time evening and weekend program, which enables students to work while they study. This is preferred by students (51.4% of Graduate Survey respondents indicated that they chose the program due to the schedule), and will be maintained. However, there are some inherent challenges to this, as most VCC services (Counselling, Learning Centre, Cafeteria, and Bookstore) are not open in the evenings. This issue is not unique to the Counselling Skills Program, but is the case with the majority of Continuing Studies courses, as most of the courses take place in the evenings and weekends.

Credits and Credentials

The existing programs are not in compliance with several VCC educational policies:

- Historically, this program has used a 12-15:1 hours to credit ratio, in contrast with the *C.1.4 Assignment of Credits to Courses* policy. The revised program will be recalculated using a 20:1 ratio for lecture hours, 30:1 ratio for practicum hours.
- The programs that have been conceptualized include a 20-credit certificate, a 15-credit Advanced Certificate, and an encompassing 60-credit diploma. Initial costing has been calculated on those credit-hours and the corresponding instructional-paid-hours (IPH).
- The two existing programs do not comply with the *C.1.3 Granting of Credentials* policy, as the two certificates do not require that students complete 50% new course work to achieve a second certificate. The new laddered programs will meet the policy requirements.

Given the multi-faceted educational needs of the program area, the new proposed programs will maintain a part-time evenings and weekends program, with multiple exit and entry pathways to continue to meet the needs for flexibility and the desire for short programs of study. With the addition of the diploma pathway, students will be able to gain access to career enhancement and further education in the field of counselling.

It is the case that for individuals to become Registered Clinical Counsellors (RCC) in British Columbia, a Master's Degree is required. A significant and growing number of students that already possess Bachelor Degrees take courses within the Counselling Skills Program in order to meet Masters of Counselling program prerequisites. Several of the courses in the existing programs are recognized by the SFU and UBC Masters in Counselling programs as well as the private universities offering Masters of Counselling,

Adler University and City University of Seattle. These relationships will be maintained and enhanced through the process of refreshing current course content and developing courses for the diploma.

The addition of the Counselling Diploma may enable graduates to pursue professional designation with the Canadian Professional Counsellors Association (CPCA), the Canadian Addiction Counsellors Certification Federation (CACCF), and the Canadian Counselling and Psychotherapy Association (CCPA). This has been taken into account in the preliminary program design and will be pursued further upon development of the Counselling Diploma

All of the courses in the existing programs will be recycled and refreshed (guided by the key findings above) to include current content and best practices in the community and social services field, and in the field of Addiction Counselling.

5. What evidence is there of labour market, professional or community demand for graduates?

The occupation *Social and community service workers* (NOC 4212) is in the Core List of occupations in the *2025 British Columbia Labour Market Outlook*, with an expected 11,700 job openings (2,520 in the Lower Mainland), and is listed in the *Occupations With The Largest Number Of Job Openings* in Mainland/Southwest. The hourly rate typically ranges from $15.38-$29.04/hr. with a median of $19.11/hr. The provincial median salary is $39,856.   (Reference: 2025 British Columbia Labour Outlook)

A sample job search in July 2017, using the key words "addictions", "front line community", and "immigrant services", found over 500 job openings in the Lower Mainland, including the following illustrative examples that graduates would be qualified for:

Agency and job title	Required qualifications and certifications	Salary range
RainCity housing: Women's Community Support Worker	A Diploma in community social services, Current First Aid and CPR certification	$21.85 – $23.69 plus 9.6% per hour in lieu of benefits
Vancouver Coastal Health: Access referral worker	Diploma in Community Social Services from a recognized program	$21.53 - $23.35 per hour
Portland Hotel Society – Mental Health Worker	A diploma in Social Services and or related field Current First Aid and CPR certification, Non Violent Crisis Intervention Training, NARCAN training	according to current Union Contract, CUPE 1004
Vancouver Native Health Society - Community Outreach Support Worker	Completion of Grade 12, plus Social Services or Community Worker Certificate, Valid First Aid and CPR Certificate	not listed
Vancouver Native Housing Society - Tenant Support Worker	Secondary School, plus three (3) years of related experience or an equivalent combination of education, training, and experience	$18.00/hour
Milieu - Early Teen Transition Worker	Grade 12 plus post-secondary training in youth care or a related field of up to two (2) yea, Valid First Aid and CPR certification, Mandt Certification	$18.01 - $19.01 / hour
Pathway Community Services Ltd - Residential Support Worker	BA in Psychology Or Diploma in Human Services or Community Support Worker plus working experience in the field, Food Safe Level 1 certification, First Aid & C.P.R. certification, NVCI Training, MANDT	not listed
Covenant House – Youth Worker Crisis Program	Diploma or degree in related social service i.e. child and youth care diploma, social work, psychology, and/or sociology diploma or degree	Certificates: Non-violent crisis intervention certificate, First aid certificate

Agency and job title	Required qualifications and certifications	Salary range
Homelessness Outreach Navigator - Aboriginal Mother Centre Society	Completion of post-secondary education in Social Work or equivalent training and experience. Class 5 driver's license, Non-violent crisis intervention certificate, First aid certificate	to be determined upon hiring
Tenant Support Worker Abbotsford Community Services	Post-secondary education in a related field with 2-3 years of recent experience in an outreach capacity an asset / or an equivalent combination of education, training and experience may be considered	not listed
Tenant Services Coordinator S.U.C.C.E.S.S	Post-secondary education in social work or related discipline	$22 an hour (part-time)

(Reference: Indeed.ca, accessed July 10, 2017)

Moreover, the ongoing Fentanyl crisis has been reported in numerous news-sources including the following, and does not appear to be slowing down:

- Fentanyl crisis: April overdose calls set record in Vancouver; 41 more deaths (Cheryl Chan, Vancouver Sun: May 4, 2017)
- Community workers, street family hit hard by B.C.'s opioid crisis (Dr. Kelli Stajduhar And Ashley Mollison, Contributed to The Globe and Mail, July 10, 2017)

This unfortunate trend indicates an ongoing and increasing need for front-line, or para-professional social and human-services workers with addictions training.

Vancouver Coastal Health has released a strategy paper called the *Downtown Eastside Second Generation Health System Strategy* which emphasizes integrated care teams and includes the following strategy: "Expand care teams and competencies, and Connect tenant support workers to outreach team".
(Reference: VCH Downtown Eastside Second Generation Strategy Design Paper)

The Program Design team has included representation from Vancouver Coastal Health to ensure that the new program will prepare graduates for the integrated care model.

6. What evidence is there of student demand for the program?

While the registration dropped between 2013 and 2016 with a low point in Fall 2016, the number of registrations has been growing over the past few terms, a trend which is continuing to present.

Registrations in Counselling Skills
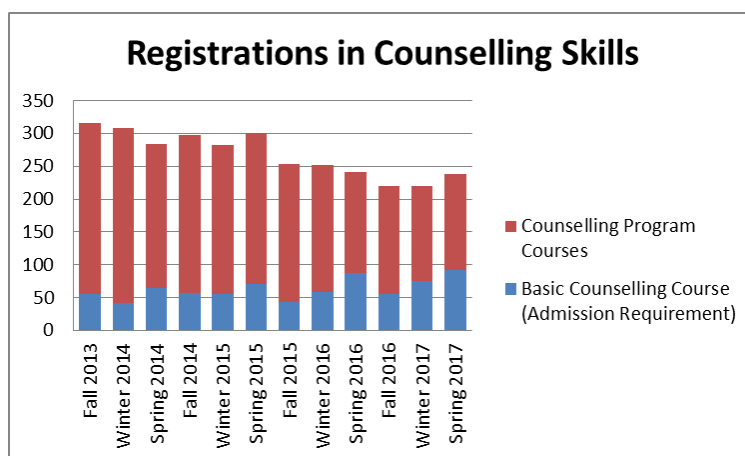
Registration numbers in the prerequisite course, Basic Counselling Skills, are healthy and have been growing over the last few terms (with increased enrollment every spring term as students prepare to begin the program in the September).

The number of applicants has remained steady and increased slightly over the past few terms.

	Addiction				Community				Non-program students**				Totals
Fiscal 2017/18	201792	201793	201891	Total	201792	201793	201891	Total	201792	201793	201891	Total	
	15	16*		31	11	7*		18	4	10*		14	63
Fiscal 2016/17	201692	201693	201791	Total	201692	201693	201791	Total	201692	201693	201791	Total	
	12	12	15	39	7	8	10	25	3	5	10	18	82
Fiscal 2015/16	201592	201953	201691	Total	201592	201953	201691	Total					
	9	12	12	33	6	12	7	25					58

* as of August 17, 2017 - applications will continue to be submitted throughout August as with most CS programs.
** students that are taking courses as prerequisites for Masters programs or as professional development. These were only tallied beginning March 2016.

A recent information session in May 2017 had over 30 prospective students in attendance. The program continues to enjoy a solid reputation with graduates and instustry stakeholders, and there is no indication that enrollments will decline.

C. Competitive Analysis

7. Which related programs are available in the Lower Mainland and/or online: how do they compare in terms of focus, intended outcomes, length, costs and size?

The are several Community and/or Social Service Worker programs (for example at Langara and Douglas College) that are articulated through BCCAT and ladder into Social Work Bachelor Degrees. These programs have a different focus than the VCC Counselling Skills program, although they do both attract students that wish to work in the social and community services field.

The VCC program has a broader focus on counselling skills and is not specifically geared towards social work. Our most direct competitors are the counselling programs at the private colleges: Vancouver College of Counsellor Training (VCCT) and Rhodes Wellness College.

For specific information regarding length of program, laddering options, and tuition of competitor programs, see Appendix A.

8. Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

No, there is an articulation committee for Social Service Worker programs that ladder into Bachelors of Social Work, but not for counselling programs. Some of the program courses are accepted as Masters of Counselling prerequisites at SFU and UBC and the program area will maintain these relationships and pursue further articulation agreements.

D. Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

Based on the *Needs Analysis Report* and the *Graduate Survey*:

- Two-thirds of graduate respondents are over the age of 40
- The average age is 44
- Graduates are predominantly (about three-quarters) female

- More males take the addiction stream (36%) than the community stream (12%)
- Approximately one-third (38%) of incoming students wish to pursue further training or education, and 22% of student have done so
- Approximately one quarter (26%) of students were already working in the field when they began the program
- Approximately 58% of respondents were working at the time of the survey (up to two years after graduation), with 60% of those in a different role than prior to the program.

Also based on the *Needs Analysis Report* and the *Graduate Survey:*

- Most respondents live in Vancouver and the Lower Mainland, and just over half were born in Canada
- Two-thirds of respondents live with two or more adults in their households, and 13% have more than three adults in their households
- Two-thirds of respondents have no children living at home
- Approximately 40% were the primary income earner in their households while they were studying and a further 8% were sharing income earning with their spouse.

Regarding choice of program, the respondents indicated that they chose the program for the following reasons:

- Reputation of the program (60%)
- Interested in working in social services (57%)
- Interested in working as a counsellor or therapist (48%)
- Because of the schedule (51%)
- Because of the affordability (49% -- this is bolstered by the fact that students can work while they study)

Anecdotally, a considerable proportion of students that enter the addictions counselling stream have faced addiction issues in their past and are in recovery and looking for a way to 'give back'.

VCC's Counselling Skills Certificate programs currently see a significant number of students that take select courses from VCC's Counselling Skills Certificate program offerings as pre-requisites for both SFU and UBC's Master's in Counselling Psychology programs. Typically, these students do not complete an entire certificate program and opt to register into only the select courses that transfer as pre-requisites for graduate level studies.

10. How do you plan to recruit or attract these students?

    The program will continue to be marketed through the regular channels, including but not limited to the VCC website, social media, regular information sessions, print material and occasional print ads. The program has enjoyed a strong word-of-mouth reputation (37% of students indicated that they arrived at the program through word-of-mouth) in the sector, which will be maintained through a strongly connected PAC and continued partnerships with agencies.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address any equity issues or systemic barriers?

    The program will remain open to all prospective students who meet the admission requirements.

    Many of the current students are sponsored. Sponsorship can be through WorkBC and other employment services centres, Worksafe BC, employers, and Band, First Nation, or Métis Nation funding. WorkBC and Band, First Nation, or Métis Nation funding often require students to attend school full-time. According to WorkBC, the full-time requirement for funding requires students to be able to take at least three courses or nine credits per term. This will be taken into consideration as we schedule courses.

It would be beneficial for the program to be eligible for student loans, but as an evening and weekend program, it is not possible to achieve institutional full-time status, since the students cannot be in class for 20-hours per week.

E. Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Specific courses in our current programs are recognized as prerequisites for the Masters in Counselling programs at SFU (CNSK 1401 Basic Counselling Skills, CNSK 1403 Theories in Counselling, and CNSK 1405 Individual Counselling Skills – Community) and at UBC (the three listed as well as CNSK 1414 Vocational Counselling). The program will work to maintain this agreement and will aim to expand articulation options for the diploma.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

Yes – there is an existing PAC for this program. Current members are:

Julie Chadwick	Delta Assist / VCC	Acting Executive Director / VCC Instructor
Miljenka Zadrevec	VCC	Registered Clinical Counsellor, VCC Instructor
Quinn Cashion	Quinn Cashion Consulting	Mental Health Training program creator
Pamela Hamilton	Coast Mental Health	Program Coordinator - Transitional Employment Program
Nicole Latham	Vancouver Coastal Health	Project Manager - Healthconnection Clinic
Jordana Jackson	Former Student (VCC)	Former student
Sunyata Calegeros-Smith	Former Student (VCC)	Therapist, private practice
Lisa Ackerman	SHARE Family & Community Services Society	Youth Substance Use Services Supervisor and Clinical Counsellor
Audrey Pons	Worksafe BC	Vocational Rehab Consultant
Sarah Stirling (ex-officio)	VCC	Practicum Coordinator / Instructor
Wendy Wittmack	PEAK House	Executive Director
Michelle Fortin	Options for Sexual Health (previously at Watari)	Executive Director
MaryAnne Crabtree	Boys and Girls Club of Greater Vancouver	Counsellor
Brenda Plant	Western Steps to Recovery – Turning Point	Executive Director
Tanya Kliefoth	Vancouver College of Counsellor Training	Counsellor Instructor
Quinn Cashion	Quinn Cashion Consulting	Mental Health Training program creator

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

Most of the current instructors are practicing in the field of counselling and have at least Master's Degrees. No further training will be required. For those instructors that are interested, the PIDP is available via fee waiver.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

Each component of the program (the Foundational Certificate, the Advanced Certificate, and the Diploma) will include a practicum component.

F. Admission, Delivery, and Design

16. What is the expected length of program (in months/years)? How many intakes are you expecting per year? How many students per intake?

    (1) The **Counselling Skills Foundational Certificate** will be similar in length to the current programs. The program will take students 1-3 years to complete, depending on their pace of study. Two intakes per year are expected, with 12 students in the first intake and up to 18-24 in subsequent intakes.

    (2) The **Addictions Counselling Advanced Certificate** will be slightly shorter in length, and will take students seven months to 1.5 years to complete. One intake per year is expected with 18-24 students.

    (3) The **Counselling Diploma** will encompass the other two programs and take between 2.5 and 5 years to complete. It is expected that some students will not progress through the three levels of education at once, so the maximum duration of the diploma will be 5-7 years to allow flexibility. The diploma completion courses will have one intake per year with approximately 18 students.
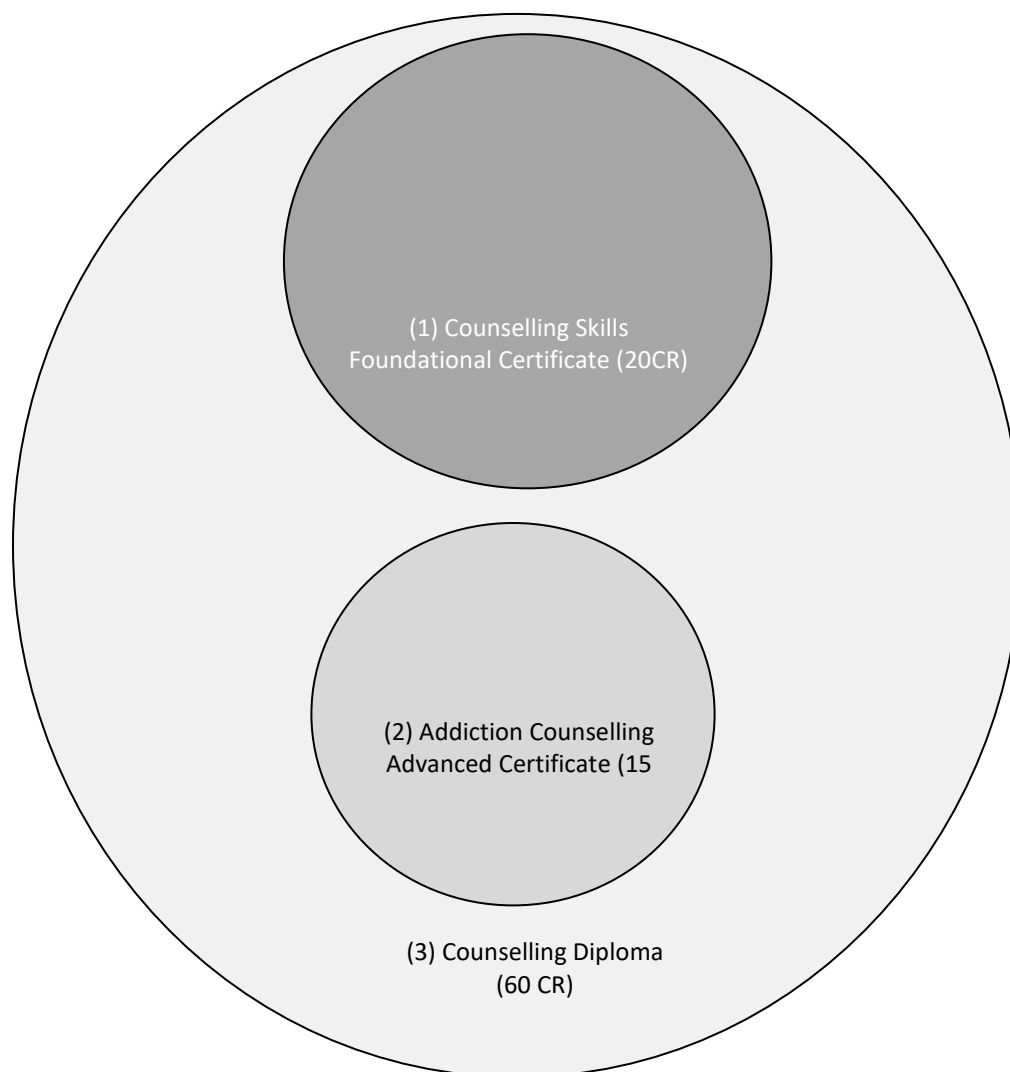
17. Identify pathways for your students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

    The program will be part-time, on evenings and weekends, and will be primarily face-to-face, although there may be some classes that are offered online or in a blended format. There is one on-line course in the current program.

    Students that do not meet the admission requirements (in particular the English requirement) will be able to upgrade in College Foundations, College and Career Access, and/or ESL Pathways.

18. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

    The diploma encompasses the Foundational Certificate and the Advanced Certificate and will have three entry pathways – at the beginning, at the Advanced Certificate level, and at the Diploma completion level.

    The Foundational Certificate will have similar requirements to the existing programs (English 12 with a C+, volunteer or work experience in the community or social services sector, the Basic Counselling Skills course).

    The Advanced Certificate will have the same prerequisites the Foundational Certificate, plus an additional requirement of a previous credential (certificate or higher) in counselling or counselling skills, or demonstrated competencies gained through work experience.

    The Counselling Diploma will have the same prerequisites the Foundational Certificate, with the additional requirement of the Addiction Counselling Advanced Certificate or an equivalent credential, or demonstrated competencies gained through work experience.

G. Operational Needs

19. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular:

    I. Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, etc.

    No renovations or space upgrades will be required for the new programs. Some of the courses require break-out rooms which can be a space challenge, but this will remain the same with the new program as it has been. Specific courses in the current program, the Individual Counselling Skills courses and the Assessment Practices courses, have a requirement for students to film 1 on 1 practice counselling sessions with fellow students. This 1 on 1 filmed practice counselling is completed in rooms 823 and 831 in VCC's Downtown Campus. The current room set-ups can accommodate the existing programs but if there are additional taping needs for the diploma courses then that will have to be taken into account in 2020/21.

    II. IT: new hardware (e.g. computer lab), software or licenses, etc.

    The program does not have any particular IT requirements beyond the standard issue instructor station and projector already installed in most classrooms.

    III. Human Resources: need for new instructor or program support staff, etc.

    The instructional team is in place for the certificate program to be launched in September 2018. Any new instructors that are needed will be hired as CS instructors through the existing channels. No new support staff will be required.

IV. Library: research intensive program that requires significant library resources (databases, journals, etc.)

The program area works regularly with the library to ensure that library resources are met, and there are no large anticipated resources expected for the Foundational Certificate launch in 2018 or the Advanced Certificate launch in 2019 (other than regular upgrading of resources that are within the operating budget).

The diploma courses intended for April 2020 launch will likely have a heavier research component than the existing courses, and the program area will work with the library to ensure that the resources are in place for 2020/21. Some University Transfer courses that are already in development at VCC (for example, Psychology 1, Psychology 2, Personality Psychology and Sociology) may be integrated into the Counselling Diploma.

V. Student Services

It can be difficult for evening and weekend students to have access to student services. This is the case for all CS programs and courses, not only for this program area. Continuing Studies has been consulting with the Dean of Student Development and the service areas to address the student service needs.

VI. Commercial Service areas: bookstore, cafeteria

Students will need to have access to the bookstore in order to obtain the necessary supplies for their courses. Evening cafeteria hours are of benefit to the students and instructors so that they can access food and beverages before and during class time. This is the case for all Continuing Studies courses, and not isolated for the Counselling skill programs. Continuing Studies-is consulting with Commercial Services to address these needs.

VII. Marketing

Some additional marketing funds will be of benefit to the program launches. Marketing has been consulted during program design and the program will work with marketing to develop a recruitment plan as the moves into the development and implementation phases.

20. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

    The currently allocated Curriculum Development funds will be sufficient for the Foundational Certificate and Addictions Advanced Certificate – many of the courses will be recycled from the already existing Counselling Skills program courses. Additional curriculum development funds may be required in 2019/20 for the Counselling Diploma courses, if new courses are built from the ground-up. Some University Transfer courses that are already in development at VCC (for example, Psychology 1, Psychology 2, Personality Psychology and Sociology) may be integrated into the Counselling Diploma. Estimated cost for completion of the Counselling Diploma courses is $10,000.

21. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

    Based on current timelines and money allocation, program quality for the Foundational Certificate and Addictions Counselling Advanced Certificate would not be impacted. Development plans for the Counselling Diploma program would need to be modified if funds are not available.

H. Phase In/Phase Out Plan

22. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

The final intake of the existing Addictions and Community Counselling Skills programs will be January 2018. There will be no intake in April 2018. Students that begin in January 2018 cohort will be encouraged to complete the program in 2 years.

In Fall 2018 there will be an intake for the new Counselling Skills Foundational Certificate Program and there will be students completing the existing programs simultaneously.

Most students of the existing programs will complete by September 2019, at which time the Addiction Counselling Advanced Certificate will be launched. The few students that have not completed the existing program at that time will be supported to either complete the existing program or transfer into the new program.

The chart in Appendix B illustrates the launch date and teach out timeline.

PART 2: INITIAL BUSINESS PLAN

This document outlines the expected sources of revenue for the program. Work with the Finance Department to project the range of tuition or other sources of funding that are expected.

1. TUITION AND FEES

Item	Number of Courses	17/18	18/19	19/20	20/21	Total
Tuition – Foundational Certificate **($5,819)**	TBD (405 hours total, 320 instructional paid hours)		$139,656	$213,674	$217,944	$571,274
Tuition – Addiction Counselling Advanced Certificate **($4,430)**	TBD (330 hours total, 240 Instructional paid hours)			$53,160	$81,335	$134,495
Tuition – Diploma of Counselling **($7,209)**	TBD (550 hours total, 400 instructional paid hours)				$86,508	$86,508
Total Tuition			**$139,656**	**$266,834**	**$385,787**	**$792,276**

Notes:
- Tuition based on breakeven estimates for each program provided by Finance. See Appendix C.
- Expected launch of Foundational Certificate: September 2018. Expected students Y1: Two cohorts of 12, Y2: Two cohorts of 18, Y3: Two cohorts of 18.
- Expected launch of Addictions Advanced Certificate: September 2019. Expected students Y1: 12; Y2: 18.
- Expected launch of Counselling Diploma courses: April 2020. Expected students Y1: 12.
- Student completion time will vary depending on full-time vs. part-time status. This calculation assumes students will progress at a full-time pace.
- Estimated tuition for each program refers to courses related to that particular level of credential only, and does not necessarily reflect the full cost of the credential. For example, the diploma tuition estimate is restricted to courses needed to complete the diploma. For the total cost of the diploma, the cost of all three levels of study must be incorporated.
- This estimate does not include revenue generated through phasing out the existing program.
- Estimates include a 2% increase in tuition fees annually.

2. REVENUE

What is the source of funding for this program?
There is no funding allocated to this program, as it operates on a cost-recovery basis.

3. OPERATING COSTS

Non-recurring Costs

Item	17/18	18/19	19/20	20/21	Total
Program development	$20,000	$10,000			$30,000
Marketing		$2,000	$1,000	$1,000	$4,000
Sub-total	**$20,000**	**$12,000**	**$1,000**	**$1,000**	**$34,000**

Ongoing Operating Costs – Direct and Indirect

Item	17/18	18/19	19/20	20/21	Total
Instructors		$51,601	$70,952	$103,203	$225,756
Departmental admin		$21,094	$29,585	$43,033	$93,712
Departmental general expenses		$1,805	$2,531	$3,682	$8,018
CS admin		$28,813	$40,410	$58,778	$128,001
CS supplies & expenses		$9,683	$13,581	$19,754	$43,018
Institutional Support		$22,599	$31,412	$45,690	$99,701
Total		**$135,596**	**$188,471**	**$274,139**	**$598,206**

Notes on calculations:
- 18/19: Total IPH=640 (two cohorts of foundational certificate)
- 19/20: Total IPH=(640+240)
- 20/21: Total IPH=(640+240+400)
- Total IPH x 73.97 instructor rate + 9% benefits= Instructor Cost
- Total IPH x $32.96= Departmental Admin Cost
- Total IPH x $2.82= Departmental Non-Labour Cost
- 20% of total expenses for Institutional support (based on total expenses, including this program's portion of CS operating costs based on total IPH)
- Expenses increased by 2% annually to reflect inflation

4. CAPITAL COSTS

Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

Item	17/18	18/19	19/20	20/21	Total
Supplementary library materials for diploma courses (TBD)				$1,000	$1,000
Sub-total				**$1,000**	**$1,000**

PART 3: SIGN OFF

Dean/Director: __Gordon McIvor (signed by e-mail)_____

VP Academic: ___Kathryn McNaughton (signed by e-mail)_____

VP Finance: ___Marlene Kowalski (signed by e-mail)_____

Appendix A – Detailed Competitive Scan

	Langara	TRU	Douglas	UBC
Credential	Social Service Worker Certificate	Social Service Worker Certificate	Community Social Service Work Diploma	Certificate in Peer Counselling
# of courses	16	9	19	19
Length of course / program	9 months	1 year	2 years	7 months (150 hours)
Credit / non-credit	Credit (42)	Credit (33)	Credit (60)	Unknown
Delivery modes	In person	Online, in person	In person	Online, in person
Part-time / full-time	Full-time	Part-time/full-time	Part-time/full-time	Part-time
Approximate cost in 16/17, including fees	$6,659	$6,560	$17,275	$3,825
Laddering opportunities (for the competing program)	Yes, Bachelor of Social Work, Bachelor of Child and Youth care	Yes, Bachelor of Social Work.	Yes, Bachelor of Social Work, Bachelor of Child and Youth care	Unknown
Target audience	Prepares students for immediate entry into all social service sectors, as well as for further education in social work.	Those who wish to enter the human services field. Highlights social work theory and practice, counselling skills, lifespan development, social services, and social science.	Prepares new professionals for work in a variety of settings in the field of social services.	Frontline support professionals, transitioning careers or pursuing professional counselling designation, managers, leaders.

	UFV	JIBC	Okanagan College	Camosun
Credential	Community Support Worker Certificate	Substance Use Certificate	Human Service Work Diploma	Mental Health & Addictions Certificate
# of courses	10	12	24	11
Length of course / program	1 year	20 days	2 years	10 months
Credit / non-credit	Credit (31)	Credit (10)	Credit (72?)	Credit (33)
Delivery modes	In person	In person	In person	In person
Part-time / full-time	Part-time/full-time	Full-time	Full-time	Part-time/full-time
Approximate cost in 16/17, including fees	$5,571	$3,000	$6,990	$6,300
Laddering opportunities (for the competing program)	Yes, Social Services Diploma program	Unknown	Unknown	Unknown
Target audience	Prepares students to work in a variety of roles with children and adults with mental and/or physical disabilities. Prepares students for employment in community support roles, such as group homes.	Counsellors, managers, staff of health, criminal justice, and social service agencies whose clients include people who are using substances.	Develop a theoretical knowledge base, a foundation of professional ethics and values, critical thinking ability, essential support skills, and a process for integrating learning into a functional practice framework.	Those seeking entry-level community mental health and addictions employment.

	Rhodes Wellness College	Rhodes Wellness College	VCCT	VCCT
Credential	Life Skills Counselling Certificate	Addiction Counselling Diploma	Addictions Worker Certificate	Youth & Family Support Certificate
# of courses	7	15	8	8
Length of course / program	12 weeks	44 weeks	24 weeks	24 weeks
Credit / non-credit	Unknown	Unknown	Credit (32)	Credit (32)
Delivery modes	In person	In person	Distance, in person	Distance, in person
Part-time / full-time	Full-time	Full-time	Unknown	Unknown
Approximate cost in 16/17, including fees	$4,750	$13,200	$7,640	$7,640
Laddering opportunities (for the competing program)	Unknown	Unknown	Yes, Diploma in Professional Counselling	Unknown
Target audience	Those seeking training in basic counselling techniques, employment, youth, family & couples, abuse, trauma, and addictions counselling.	Former addicts, those interested in working with specific client groups, including youth, women, cross-cultural, and more.	Designed to introduce students to theory and skills applicable to working in various community support positions with substance abuse issues and populations.	Designed to familiarize students with the ability to recognize symptoms associated with the most frequently encountered issues in children and adolescents today.

Appendix B – Launch and Teach-Out Schedule

	2017/18		2018/19			2019/20			2020/21		
	September	January	April 2018	September	January	April	September	January	April	September	January	April
Foundational				intake 1 = 12 students	intake 2 = 12 students		part-time pace / intake 3 = 18 students	part-time pace / intake 4 = 18 students	part-time pace / intake 5 = 18 students	part-time pace / intake 5 = 18 students		
Addictions							intake 1 = 12 students			intake 2 = 18 students		
Diploma							diploma courses = 12 students					
Current program f/t pace	intake	last intake										
Current program p/t pace	intake	last intake										

most students in the current program will graduate by this time and those that remain will be supported on a case-by-case basic to

![Vancouver Community College logo]

DECISION NOTE

DATE: June 27, 2018

PREPARED FOR: VCC Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                       Tuition **-** Counselling Skills Foundational Certificate Program

BACKGROUND:

VCC Continuing Studies has offered training in Counselling Skills since 1987, and the program was last renewed in 2006/07. The current Addiction Counselling Skills Certificate and the Community Counselling Skills Certificate were launched in September 2009. The programs are offered part-time and are designed to meet the training needs of individuals working in the social services field who had limited or no theoretical or clinical training.

Following a needs analysis conducted in 2016-17, and working with Program Advisory Committee (PAC), instructors, program alumni, and the Centre for Teaching, Learning, and Research (CTRL), three laddered programs have been conceptualized: (1) a Counselling Skills Foundational Certificate, (2) an Addiction Counselling Advanced Certificate, and (3) a Counselling Diploma. The Proposal for New Program (Concept Paper and Initial Business Plan for all three programs mentioned above) was approved in August 2017 and presented to Board of Governors for information on September 27, 2017.

This proposal is for tuition for the first of the three credentials, the Counselling Skills Foundational Certificate Program. Graduates of this program will be prepared to work in roles such support worker, mental health worker, and outreach worker in support positions in and across community settings.

The proposed launch date of the certificate is September 2019. Curriculum was presented at Curriculum Committee on May 15, 2018 and recommended for approval at Education Council.

DISCUSSION:

The proposed Counselling Skills Foundational Certificate is an evening and weekend program that can be taken full-time or part-time and allows students to work while pursuing their studies. Students can complete the program in one year or take up to three years.

In British Columbia, several other public post-secondary institutions offer similar training at comparable tuition rates. Table 1 compares the cost of tuition for comparable programs.

Table 1

INSTITUTION	PROGRAM	CREDENTIAL	# OF CREDITS	ESTIMATED COST (TUITION AND FEES)
UBC Continuing Studies	Aboriginal Health and Community Administration	Certificate	Non-credit	$5,595
Langara College	Social Service Worker	Certificate	42	$6,626
VCC (current program)	Community/Addictions Counselling Skills	Certificate	22	$5,305
VCC (proposed program)	Counselling Skills Foundational Certificate	Certificate	25	$6,849

NOTE: All of the estimated costs for tuition and fees identified above factor in a 2% increase for 2019, e.g. Camosun College: $7650 = $7500 + $150.

In addition, in the competitive B.C. marketplace, average tuition at three private institutions that offer comparative programs will be $8,664, including the 2% increase for 2019.

It is important to note that in the current program offering, some courses are accepted as prerequisite courses into Master's programs at Lower Mainland universities: three (3) at UBC and four (4) at SFU. Students seeking graduate degrees elsewhere will complete our courses as "one-offs" without actually completing our certificate program.

It is also noteworthy that 30% (and in some semesters, up to 50%) of new students entering the current program are funded by WorkBC. Out of work due to injury and unable to return to their previous jobs, these students are eligible for funding up to $7500 by WorkBC towards their new careers.

RECOMMENDATION:

For the continued success of the program, the tuition should be competitive with that of other public institutions to ensure the program remains financially stable. The recommended tuition for VCC's Counselling Skills Foundational Certificate Program is **Option 2** at **$6,849** per student**.** This option provides financial stability and a 10% net contribution to VCC overhead.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of $6,849 for the Counselling Skills Foundational Certificate Program, effective September 2019.

ATTACHMENT: APPENDIX A – Financial Analysis

PREPARED BY: Claire Sauvé, Senior Program Coordinator, Continuing Studies
Gordon McIvor, Dean, Continuing Studies
Marlene Kowalski, VP Administration& CFO Business Development

DATE: June 14, 2018

Costing for Counselling Skills Foundational Certificate Program

Vancouver Community College
School of Continuing Studies
Human Social Services Department
Counselling Skills Foundational Certificate
Org Code: 6093

Scenario	Tuition fee with 5% Net contribution $6,488	Tuition fee with 10% Net contribution $6,849	Tuition fee with 15% Net contribution $7,252
Maximum number of students	20	20	20
Expected number of students	16	16	16
Revenue breakeven number of students	15	15	14
Instructors paid hours including Practicum 135	513	513	513
Instructors paid hours excluding Practicum 135 (IPH)	378	378	378
Net contribution to VCC overhead / (Deficit)	7,125	12,892	19,338
Net contribution to VCC overhead / (Deficit) % from Revenue	0	0	0
Cost per student	6,043	6,043	6,043
Other fees collected for third parties per student	-	-	-
Total tuition and other fees per student	6,488	6,849	7,252

Revenue			
Tuition fees	$ 103,815	$ 109,583	$ 116,029
Total Revenue	**$ 103,815**	**$ 109,583**	**$ 116,029**
Direct Program Expenditures			
Labour			
Instructors (incl. benefits)	$ 30,477	$ 30,477	$ 30,477
Department admin staff (incl. benefits)	$ 20,661	$ 20,661	$ 20,661
Total Labour Costs	**$ 51,138**	**$ 51,138**	**$ 51,138**
Non-Labour			
Department supplies and general expenses	$ 2,600	$ 2,600	$ 2,600
Total Non-Labour Costs	**$ 2,600**	**$ 2,600**	**$ 2,600**
Total Direct Program Expenditures	**$ 53,738**	**$ 53,738**	**$ 53,738**
Indirect Program Expenditures			
CS admin & support staff	$ 24,625	$ 24,625	$ 24,625
CS supplies and general expenses	$ 2,212	$ 2,212	$ 2,212
Institutional support	$ 16,115	$ 16,115	$ 16,115
Total Indirect Expenditures	**$ 42,953**	**$ 42,953**	**$ 42,953**
Total Direct and Indirect Cost	**$ 96,691**	**$ 96,691**	**$ 96,691**
Net contribution to VCC overhead / (Deficit)	**$ 7,125**	**$ 12,892**	**$ 19,338**
Net contribution to VCC overhead / (Deficit)	**7 %**	**12 %**	**17 %**

*Note: All options identified above incorporate a 2% increase for September 2019. For example, $6,715*1.02=$6,849.*

VANCOUVER
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DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition - New IELTS Preparatory Course
(International English Language Testing System)

BACKGROUND:

Currently, the route to post-secondary education available for students who have not completed at least three years of high school, within an English-speaking jurisdiction, is the completion of pre-requisite Pathways programming or the successful completion of an IELTS test. In regards to the completion of an IELTS test, this is most often undertaken in the individual's home country prior to International enrolment, or at another private invigilator of this exam in Canada. For students with a strong capacity in English, as a result of other post-secondary or work experience, and who otherwise possess the necessary prerequisites for post-secondary admission, the completion of a successful IELTS exam is the preferred avenue to gaining entry to post-secondary. Domestic students will be the major target market for this course.

In preparation for bringing an IELTS course to Curriculum Committee and Education Council, faculty members Blair Worrall and Tim Enders conducted a survey and a focus group. There were 137 respondents to the survey and 9 participants in the focus group. Approximately 45% of the respondents had already completed the IELTS test at least once previously. Of this number, 74% indicated an interest in taking an IELTS test in the future. Of the 55% of respondents who have not taken an IELTS exam, 95% indicated an interest in taking an IELTS test in the future. For approximately 90% of these interested respondents indicated a timeline of less than two years.

DISCUSSION:

Given questions around the integrity of student IELTS scores from exams completed in other jurisdictions, it is in VCC's interest to play a greater role in this vehicle to admission. At some point in the future admissions based on IELTS scores may take into consideration where the test was completed. Completion of IELTS preparation (and potentially examination) will put students in a preferential space relative to students who have taken the test overseas or with private test providers. The Department believes that there is the potential for VCC to become an IELTS test site.

Having a preparatory course that enables a student to get into the space of preparing for and successfully completing an exam required for post-secondary admission is an important area of development for language instruction at Vancouver Community College and can be a vehicle for greater quality control and integrity of students relying on IELTS scores for admission to VCC post-secondary programs.

Table 1 – Tuition Comparisons

INSTITUTION	TUITION
University of British Columbia	$693.75 ($185 per credit)
Private institutions	$731.25 ($195 per credit)

OPTIONS:

All options are estimated at class enrolment levels of 24 students

Option 1: $693.75 per course ($185 per credit)

Implications: This generates only 0.02% net profit but fully covers the costs. The total tuition fee of $693.75 for the course is aligned with fees charged by other public institutions offering the same course.

Option 2: $731.25 per course ($195 per credit)

Implications: This will fully recover all VCC costs and generate 5.1% net contribution to VCC overhead. This option gives the course financial sustainability and the total tuition fee per student is in line with an average fee for a VCC course.

Option 3: $772.50 per course ($206 per credit)

Implications: This will fully recover all VCC costs and generate 10.2% net contribution to VCC overhead. This option gives the course better financial sustainability compared to options 1 and 2. However, the total tuition fee per student is higher than an average fee for a VCC course.

RECOMMENDATION:

The recommended tuition for VCC's IELTS Preparatory Course is **Option 3** at **$772.50 per course ($206 per credit)**. This option provides financial stability by fully recovering direct and indirect costs of the course, while ensuring individual course tuition aligns with the IELTS test prep courses offered by other institutions.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of $772.50 per course (206 per credit) for the IELTS Preparatory Course, effective September 1, 2019.

ATTACHMENT: APPENDIX A – Financial Analysis

PREPARED BY: David Wells, Dean, School of Arts & Sciences
                Marlene Kowalski, VP Administration, CFO & Business Development

Vancouver Community College
School of Arts and Sciences
IELTS Test Prep course
Org 3366

Options *(Domestic students only)*	Option 1	Option 2	Option 3
	0% Net Contribution	5% Net Contribution	10% Net Contribution
Scenarios	Tuition fee per credit same as the similar courses at UBC		
Tuition fee per course	$ 693.75	$ 731.25	$ 772.50
Tuition fee per credit	$ 185.00	$ 195.00	$ 206.00
No. of Intakes	1	1	1
No. of students per intake - Domestic	24	24	24
No. of students per intake - International	0	0	0
Total students (with X FTE attrition) - Domestic	24	24	24
Total students (with X FTE attrition) - International	0	0	0
Students *(after attrition)*	24	24	24
Minimum number of students to cover gross margin	19	18	17
Minimum number of students to cover direct + indirect cost	20	19	18
Minimum number of students to cover all VCC costs	24	23	22
Instructor FTE required per course *(1 FTE = 8 courses)*	0.110	0.110	0.110
Number of billing hours	3.75	3.75	3.75
Tuition fee for new courses per billing hour - Domestic	$ 185	$ 195	$ 206
Support Staff FTE	0.02	0.02	0.02
Operational costs	3 %	3 %	3 %
Revenue per **credit per student**	$ 1,850	$ 1,950	$ 2,060
Cost per **credit per student**	$ 1,850	$ 1,850	$ 1,850
Revenue per **student** (incl. Block Fund)	$ 694	$ 731	$ 773
Cost (breakeven tuition fee) per **student**	$ 694	$ 694	$ 694
Breakeven tuition fee per **credit per student**	$ 185	$ 185	$ 185
Tuition fees per student - Domestic	$185	$195	$206
Student FTE per course *(1 FTE = 10 courses)*	2.40	2.40	2.40
Block fund per student FTE	$ 0	$ 0	$ 0

Revenue

Tuition revenue - Domestic	$	16,650	$	17,550	$	18,540
Block fund allocation	$	-	$	-	$	-
Total revenue	$	**16,650**	$	**17,550**	$	**18,540**

Instructor

Salary (step 1)	$	10,083	$	10,083	$	10,083
Benefits (23.75%)	$	2,395	$	2,395	$	2,395
Total instructor costs	$	**12,478**	$	**12,478**	$	**12,478**

Support Staff

Salary	$	803	$	803	$	803
Benefits (27.0%)	$	217	$	217	$	217
Total support staff costs	$	**1,020**	$	**1,020**	$	**1,020**

Operational costs

Operational Expenses	$	374	$	374	$	374
Total operational costs	$	**374**	$	**374**	$	**374**

Indirect student support

Indirect student support	$	2,774	$	2,774	$	2,774
Total indirect student support	$	**2,774**	$	**2,774**	$	**2,774**
Total expenditures	$	**16,646**	$	**16,646**	$	**16,646**
Net contribution to VCC overhead / (Deficit)	$	**4**	$	**904**	$	**1,894**
Net contribution to VCC overhead / (Deficit)		**0.0 %**		**5.1 %**		**10.2 %**

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Bachelor of Applied Science in Dental Hygiene Program

BACKGROUND:

VCC has offered a Diploma in Dental Hygiene since 1986. This proposal creates a new Bachelor of Applied Science in Dental Hygiene credential designed as a 3 plus 1 model, where students will have an exit option of a diploma after Year 3 and/or the opportunity to complete a degree with Year 4. The proposed degree is designed to support students in gaining the foundational knowledge and skills needed as dental hygiene practitioners for work outside the traditional employment setting of private dentist-owned clinics.

The regulatory body of dental hygiene – the College of Dental Hygienists of BC (CDHBC) – now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree in dental hygiene. The registration category allows dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings, including community health, public health, mobile clinics, independent clinics, and long term care facilities.

This registration category has been developed in collaboration with the College of Dental Surgeons of BC (CDSBC) and has been approved by the BC Ministry of Health. The University of British Columbia (UBC) is currently the only institution in BC providing a degree in Dental Hygiene. UBC typically has over 600 applicants for 20-25 seats.

Upon completion of the program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association in the Canadian Competencies for Baccalaureate Dental Hygiene Programs:
1. Integration of Knowledge of Discipline: Incorporate foundational knowledge in behavioural, social, and biological sciences into practice decisions to generate evidence-based autonomous judgements.
2. Professionalism: Practice self-management and self-regulation within oral health and interprofessional practice settings in accordance with the Health Professions Act, and in compliance with the Dental Hygienists Regulation, Code of Ethics and CDHBC Bylaws (including Practice Standards).
3. Communication: Interact effectively with individuals and groups to facilitate the gathering, integrating, and conveying of information in multiple forms.
4. Collaboration: Work effectively with others to address the oral health needs of individuals, groups, communities, and populations with a view to improving overall well-being and quality of life.

5. Coordination: Organize oral health services by bringing together the contributions of   diverse individuals to manage the oral health needs and outcomes of individuals, groups, communities, and populations.
6. Research Use: Utilize scientific information, research methodologies, and research ethics to support evidence- and theory-based decisions, and to analyze and interpret research data.
7. Leadership: Facilitate change and innovation in diverse practice environments to support and promote the well-being of individuals, groups, communities, and populations.
8. Health Promotion Activities, Initiatives, and Programs: Assess, diagnose, plan, implement, and evaluate health promotion for individuals, groups, communities, and   populations.
9. Disease Prevention Activities, Initiatives, and Programs: Apply knowledge of oral, general, and behavioural sciences to minimize the occurrence of oral disease and to support individuals, groups, communities and populations.
10. Oral Health Education: Support clients in the exploration of their values and beliefs, and the acquisition of knowledge, skills, and attitudes for self-care related to improved oral health, overall well-being and quality of life.
11. Advocacy: Support social issues, policies, and individuals, groups, communities, and populations to reduce inequities in oral health status and increase access to oral health services.
12. Policy Use: Assess, implement, and evaluate policies to improve and protect the oral and general health status of the public.
13. Clinical Therapy: Manage therapeutic and ongoing supportive services for clients, including those with medically complex needs, throughout their life cycle.

The program is planning to start in September 2019.

DISCUSSION:

Education Council and Curriculum Committee reviewed the curriculum in June and July of 2017. Curriculum Committee clarified some of the pathways for students between Year 3 (the diploma exit point) and Year 4 and adjusted some of the credits, but had no major concerns.

After Board approval, the curriculum must be given final approval by the provincial Degree Quality Assurance Board and the Ministry of Health. The required documents will be submitted in July (assuming approval).

The current facilities are adequate but require improvements as the dental clinic is old. This will require significant capital investment, and revitalization of the dental clinic is one of the four main projects the College has submitted to the Province for capital investment.

Education Council has approved the curriculum, and recommends approval of this new program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Bachelor of Applied Science in Dental Hygiene.

ATTACHMENTS:	APPENDIX A - New Program Proposal for Bachelor of Applied Science in Dental Hygiene
PREPARED BY:	Todd Rowlatt, Chair, Education Council
DATE:	June 19, 2018

Proposal for New Program

Name of Proposed Program: Bachelor of Applied Science in Dental Hygiene [BScDH]

A.   Concept

Department Leader: Lisa Marie Supeene, Dip DH, BDSc, RDH

Faculty: Dental Hygiene

Dean: Debbie Sargent, Dean of Health Sciences

Proposal Date: April 14, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

NA

Purpose and Context

1.   **Describe in detail the program's objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for:**

The new Bachelor of Applied Science in Dental Hygiene (BScDH) at Vancouver Community College (VCC) will focus on the skills and knowledge that help dental hygiene (DH) graduates pursue careers in a wide variety of settings including clinical practice, community health, public health, mobile clinics, independent clinics, long term care facilities, and inter-professional/multi-care facilities. The program design proposes a 3 plus 1 model that will offer students a diploma exit option at year 3 and/or the opportunity to pursue an advanced 4th year degree option.

Diploma Exit Objectives (Years 1 through 3):

- Include 1st year University Transfer courses (Bio, Chem, Psych, Eng, etc.) and introduce 1st year students to DH theory & practice.
- Prepare 2nd and 3rd year students to meet the *Entry-to-practice Competencies and Standards for Canadian Dental Hygienists* (CDHA, 2010) required by the Commission of Dental Accreditation of Canada (CDAC) and required for initial licensure by the provincial regulatory body – the College of Dental Hygienists of BC (CDHBC). Program outcomes will include the following domains:
    - Professionalism
    - Critical Thinking
    - Communication & Collaboration
    - Coordination
    - Advocacy
    - Clinical Therapy
    - Oral Health Education
    - Health Promotion
- Prepare graduates for the workforce and transition to dental hygiene practice.
- Prepare students to write the National Dental Hygiene Certification Board Exam (NDHCB) required for licensure and registration.

Proposal for New Program

Avanced 4th Year Objectives:

- Prepare students to meet the [new] *Canadian Competencies for Baccalaureate Dental Hygiene Programs* developed by the Canadian Dental Hygienists Association (CDHA, March 2015). These outcomes will build on the entry-to-practice competencies [above] and will include the following domains:
  - o Research Use
  - o Leadership
  - o Health Promotion & Disease Prevention Activities, Initiatives and Programs
  - o Policy Use
  - o Advanced Client Care (care of clients/populations with medically complex needs).
- Prepare graduates to meet expanded scope requirements of a primary care provider and work in alternative practice settings to meet the needs of clients, groups and populations with complex needs throughout their lifespan.
- Prepare students to meet '365 Day Exemption' registration category requirements as set by the College of Dental Hygienists of BC (CDHBC is the regulatory body of dental hygiene).

2. **Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents:**

Alignment with VCC Education Plan 2013-2016

<u>Promote innovation in curricula, instructional delivery and evaluation:</u> If VCC offers the Bachelor of Applied Science in Dental Hygiene, it would be the first of its kind in Canada and improve access to degree education for DHs in BC. This new program [BScDH] will offer students another opportunity for advanced education that will enable them to be competititve in today's employment market. VCC would ultimately be increasing the number of degree level DH graduates to meet the current demands for 365 Day Exemption in BC (see background & rationale), and enable BScDH graduates to obtain careers in a wider variety of independent practice settings outside of traditional clinical practice. In addition, VCC's Downtown location, program reputation and long-standing community partnerships, afford our students the ability to experience a diverse variety of service learning opportunities whereby meaningful community service, with instruction and reflection, enrich the learning experience.

<u>A student-centered College, engaging our learners and providing flexible ways to advancement:</u> The proposed 3 plus 1 model will offer students the flexibility to exit at year 3 with a well-respected VCC diploma in DH, or continue into the advanced 4th year for the DH degree. The 4th year would also appeal to graduates of other Canadian accredited 3rd year programs who want to complete their 4th year from a long-standing and well established DH program.

Until recent changes to UBC's DH degree completion application process, the VCC DH [diploma] graduates had block transfer to UBC's DH degree completion program. This agreement was built on long-standing partnerships and relationships between faculties of the two instituitions. Many VCC alumni have completed Bachelors, Masters and Doctorate degrees through articulation agreements with UBC. There remains long-standing relationships and camraderie between faculty members.

<u>A college of access, recognized for enabling all types of learners to reach their full potential:</u> All learners are encouraged to reach their full potential throughout the existing VCC DH program through transformative learning opportunities that are purposely built into the curriculum. These opportunities are a result of our program's well communicated philosophy that is committed to facilitating learning through sound, current and varied educational approaches such as: abilities/outcomes based education, diversity of learning strategies, teaching and learning in context, learner-centered perspective and authentic evaluation. Right from the beginning weeks of the program, all

Proposal for New Program

learners are encouraged to develop skills and abilities that streamline their passage into higher learning opportunities should they wish to do so.

An institutional that enhances and increases Aboriginal presence and participation: VCC serves a large Aboriginal population that is under-represented in post-secondary education, and according to the VCC Aboriginal Educational Enrollment Policy D.3.10, "…priority registration will be given to qualified Aboriginal students in all courses and programs at VCC."
Additionally, our students' presence in many Aboriginal community service learning opportunities/partnerships impacts the communities we serve by introducing the possibility of a career in dental hygiene to those who receive care. Our program also gives guided tours of the dental clinic and information sessions to support and enhance Aboriginal participation via the VCC Aboriginal Gateway to Health Careers program.

A college that delivers quality and relevant education, with integrity and accountability: The current DH Diploma program at VCC is designed to assist students to learn foundational knowledge, which forms the basis for dental hygiene theory and practice, critical thinking, professionalism and the promotion of health/wellness. The curriculum also encourages social responsibility, life-long learning, and the creation of independent learners. VCC is a well-respected educational institution for DH graduates, and we suspect our degree graduates will also be very well received by industry and other DH stakeholders.

3.   Identify how the proposed program supports VCC's mission, core values, and strategic objectives?

This new program will provide access to those wishing to pursue a diploma and/or a degree in dental hygiene. Approximately two thirds of the students entering our diploma program indicate that they have plans to obtain their degree once completing our program. The only place in BC they are able to achieve a related degree is at UBC and access to UBC's program is limited. Many graduates have to go out of province or settle for a degree in Health Sciences as an alternative to obtaining a dental hygiene degree in BC.

VCC has many supports for students to facilitate success. The Dental Hygiene program refers students to these services in support of student success. Several strategies are built into the program to help students gain success.

The Dental Hygiene program has many partnerships and collaborations. Several affiliation agreements exist in support of student placement. Many dentists in the greater Vancouver area accept students for placement. Students participate in Career Fairs and community events to promote health and wellness and our community partners are very appreciative of this, especially in the Downtown East Side.   The regulatory body and professional association have been asking VCC to develop a degree in Dental Hygiene for some time now. We value the positive partnership we have with these stakeholders.

The VCC Dental Hygiene program has always achieved the highest standards of accreditation. As such, it is know in the community for its positive reputation.

4.   How does this program relate to and/or support other programs at VCC?
 This program will specifically support inclusion of the existing VCC 1st year University Transfer courses including:

- Biol 1120 & Biol 1220 or equivalent Human Anatomy & Physiology (including labs) (minimum 6 credits)
- Chem 1121 & Chem 1223 or equivalent Chemistry (including labs) (minimum 6 credits)
- Engl 1127 & Engl 1229 English (Literature) or Engl 1101 & Engl 1001 + Engl 1102 & Engl 1002 or equivalent English (minimum 6 credits)
- Psych 1100 & Psych 1200 or equivalent Psychology (minimum 6 credits)
- Math 1111 or equivalent Introductory Statistics (minimum 3 credits)

Proposal for New Program

Program Need

5.   What educational gap, if any, is this program intended to fill?

Literature suggests dental hygienists practicing outside the private practice dental office will need skills beyond what the traditional dental hygiene education curriculum provides. Current registration categories for BC dental hygienists have recently evolved (July 3, 2012) to include a '365 Day Exempt' category that allows qualified dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings including community health, public health, mobile clinics, independent clinics, long term care facilities, interprofessional/multicare facilities, etc. This registration category was developed in collaboration with the College of Dental Surgeons of BC and approved by the Ministry of Health, and has important implications to improving access to oral health for British Columbians and improving public health and safety. It has also been determined that it is the responsibility of dental hygiene education programs to prepare students for alternative practice, however the depth and breadth of knowledge and skills required of registrants applying to this new category of registration assumes the registrant will act as a primary care provider and act outside of the supervision of a dentist. One way registrants can access this '365 Day Exempt' category is through attainment of a DH degree. This ultimately acknowledges dental hygiene bachelor education as providing the educational experiences and outcomes necessary to support advanced independent practice.

Prominent gaps in the dental hygiene knowledge base that require immediate attention at the degree level include: research use, evidence-based practice and critical thinking; business and economics for independent DH practitioners; professionalism; improved transition into practice; interprofessional collaboration (Canadian Dental Hygienists Association—Educators Survey, 2014).

Additionally, the regulatory body of dental hygiene, the College of Dental Hygienists of BC (CDHBC) is undergoing bylaw updates that will propose prescribing rights to dental hygienists holding a degree in dental hygiene. This advanced Pharmacology component would be added to the advanced 4th year of the proposed VCC BScDH program outcomes so that graduates will be ready to move into the advanced practice category upon graduation and registration with the CDHBC.

Finally, the Canadian Dental Hygienist Association (CDHA) acknowledges that "baccalaureate dental hygiene education is a critical step along the pathway from diploma to doctoral programs within Canada and internationally" and has recently established a standard for such education in Canada in the *Canadian Competencies for Baccalaureate Dental Hygiene Programs* (CDHA, March 2015, p.4).

6.   **What evidence is there of student demand for the program?**

The number of dental hygienists in Canada who are pursuing advanced education is growing. Of the 5,400 respondents to the 2013 Canadian Dental Hygienists Association (CDHA) Job Market & Employment Survey, 1040 (19%) dental hygienists indicated that they have a bachelor's degree (7% specifically in dental hygiene), 106 (2%) have a master's degree, and 19 have earned a doctoral degree. Considering that there are approximately 17,000 CDHA members, these statistics likely underestimate the true number of Canadian dental hygienists who have post-diploma education, or are currently pursuing degree completion. As an example of this growing demand for degree level education, 34% of VCC's very own DH graduates pursue higher education (VCC Student Outcomes Survey, 2009-2013), with 78% of these students choosing UBC—curently the only entry point to degree education in dental hygiene in BC.

Dental hygiene educators also remain in favour of the degree as the entry-to-practice standard for dental hygiene education. The 2014 CDHA Educator's Survey Report surveyed 121 DH educators from across Canada who offered strong support (60%) in favour of changing entry-to-practice education to a bachelor's degree.

Proposal for New Program

Currently, UBC is the only access point for degree level dental hygiene education in BC. When we asked our VCC Dental Yygiene Program Advisory Committee (PAC) members if the demand for Dental Hygiene degree graduates exceeds the current system's capacity to produce them, our representative from the UBC Faculty of Dentistry stated that "the admissions remains competitive to UBC's Entry-to-practice and Degree Completion options [in Dental Hygiene]; the university continues to receive far more applications to the programs than available seats" (Message from: Zul Kanji. Mar 19, 2015, Clinical Assistant Professor, Dental Hygiene, UBC).

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

The regulatory body of dental hygiene, the College of Dental Hygienists of BC (CDHBC), now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree in dental hygiene. This registration category allows dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings including community health, public health, mobile clinics, independent clinics, long term care facilities, interprofessional/multicare facilities, etc. This registration category has been developed in collaboration with the College of Dental Surgeons of BC (CDSBC) and approved by the Ministry of Health, and has important implications to increasing access to oral health care for British Columbians, as well as improving public health and safety. Essentially, the 365 Day Exempt category of registration requires the registrant to assume the responsibilities of a primary care provider, act outside of the supervision of a dentist, and acknowledges dental hygiene bachelor education as providing the educational experiences and outcomes necessary to support this. Currently, the University of BC is the only access point for graduates in the province to access a degree in Dental Hygiene (DH), so that registrants can qualify to practice independently and in these expanded care settings.

8. **Anticipated start date of program**: September 2017

Competitive Analysis

9. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

Related programs: Currently, there exists only one entry point for students to access a degree in dental hygiene through the University of BC (Vancouver campus). Additionally two other diploma dental hygiene programs are closing their door due to operating costs. For example, the University of the Fraser Valley has not run their program for several years and the College of New Caledonia, a long-standing dental hygiene program in Prince George, is cancelling all of their dental programs in Sept 2015. This limited access to dental hygiene education across BC positions VCC to be a highly sought after institution for students seeking both diploma and degree level education in dental hygiene.

Focus: The UBC Dental Hygiene Bachelor of Dental Science (BDSc) program focuses on a solid grounding in theory, analytical skills, research use and investigation. The intended focus of the proposed BScDH at VCC will be similar and will satisfy the *Canadian Competencies for Baccalaureate Dental Hygiene Programs*, but it will have a stronger emphasis on practical applications of concepts learned. It is the intention that graduates of the new VCC BScDH program will be well equipped to meet industry needs that align with current regulatory bylaw updates/changes that will move graduates immediately into the advanced practice registration category with the College of Dental Hygienists of BC upon graduation.

Intended Outcomes: The intended program outcomes of the UBC Bachelor of Dental Science include the following domains: Professionalism; Communication, Collaboration, Coordination; Critical Thinking; Health Promotion; Clinical Therapy, Oral Health Education; Oral Disease Prevention; Research Use; Scientific Investigation; Advocacy;

Proposal for New Program

Policy Use; Leadership. These program outcomes are in alignment with the *Canadian Competencies for Baccalaureate Dental Hygiene Programs* (CDHA, March 2015) as mentioned above.

Length: The UBC options are either a direct entry-to practice [4-year] degree stream or an online degree completion [1 year full time; 5 years part time] for practicing dental hygienists.

Costs and size:

- The UBC 4-year entry-to-practice stream is a 145-credit degree program with an estimated cost of $77,418.69 (updated Nov 14, 2014). This includes over $38, 600.00 allocated to a *Clinical Practice Fee.* See the UBC Dentistry website for cost breakdown at: http://tst-dentistry.sites.olt.ubc.ca/files/2014/11/ProjectedCosts-EntryToPractice.pdf

- The UBC [online] degree completion option for registered/practicing dental hygienists is 31 credits for applicants who have graduated from a 3-year diploma program, and 62 credits for applicants who have graduated from a 2-year diploma program with an estimated tuition of $5,053.31 and $10,106.62 consecutively ($163.01/credit). This does not include textbook, student fees or other costs associated with the online degree completion option. See the UBC academic calendar 2015-16 for details at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,772,0

Costs and size of the proposed VCC BScDH will be set at a competitive price point in comparison with UBC's program, but has yet to be determined in conjunction with VCC Finance and Institutional Research.

10.   Is this concept supportable and sustainable with existing and/or available resources?

Creating this new degree program will enable VCC to establish a new tuition for the Dental Hygiene program. This together with the Ministry allocated grant funding, will support all program costs. Our current dental hygiene faculty with baccalaureate degrees or higher and online instructional experience will be required to teach in the advanced 4th year of the program. No additional clinic hours are expected in the advanced 4th year, so operating expenses related to faculty wages/ratios in clinic are not expected to be an issue in the 4th year of the program.

11.   Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

This is a cohort model with competitive selective entry based on the following:
- Academic performance (overall GPA)
- Results of candidate's questionnaire (CQ)

12.   What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

For students choosing the full 4-year degree option: 15 weeks per term (Sept-Dec & Jan-Apr); 30 months within 4 academic years (based on the university academic calendar system).

For students choosing the diploma exit option: 15 weeks per term; 22.5 months within 3 academic years.

13.   How many students would you expect to enroll in each year of the program?

The student intake is projected to be an average of 25 per year. We plan to take 30 students into the first year of the program to allow for inevitable attrition rates. This is calculated based on what is seen by UBC's 4-year DH degree program. The fourth [advanced] year can be supplemented with practicing dental hygienists who wish to complete their degree provided there are seats are available. It is likely that some students will opt for the diploma exit option. There is potential to expand 4th year to more than 25 students.

Proposal for New Program

Admission and Delivery

14. **Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.**

Admission requirements for Year 1 will include:
- Canadian citizens and permanent residents
- 18 years of age or older or graduate of secondary school (Grade 12 or equivalent; official transcripts)
- Either Biology 11 or 12 (human biology recommended)
- Principles of Math 11 and 12
- Chemistry 11 and 12
- English 12 with a minimum of a B grade
- Proof of English Proficiency in reading/speaking/writing/listening according to the *English Language Proficiency Requirements for VCC Health Sciences Programs.* See http://www.vcc.ca/deptUploads/hsenglishpreqs.pdf
- Criminal Records check through the Ministry of Justice of BC and in accordance with the *Criminal Records Review Act*.
- Upon entering 2nd year of the program: Proof of negative TB skin test or chest x-ray. Updated immunizations are strongly recommended (MMR, polio, tetanus, diphtheria, hepatitis B and current influenza).

Admission requirements for Year 4 will include:
- Completion of an accredited Dental Hygiene program
- Current registration as a Registered Dental Hygienist in BC

15. **Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).**

The program is intended to be offered full time. Years 1 through 3 will mainly be offered face-to-face (F2F) due to clinical requirements. The plan for 4th year is to have a mixed-mode/blended delivery so that there is potential to offer additional seating to practicing dental hygienists. Some course content will be delivered online with periodic onsite F2Fcheck-in points for project work, community rotations and evaluation purposes. This would give practicing dental hygienists access to degree level education while working.

16. **Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each**

The intended program design will propose a 3 plus 1 model that will offer students a diploma exit option at year 3 and/or the opportunity to pursue an advanced 4th year. Those working as Dental Hygienists will be able to access the 4th year pending seat availability.

Student Profile

17. **Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?**

Primarily our target students will be recent high school graduates or 1st year university/college students looking for a career in the health care professions. Other potential [mature] students are likely to be people working in the dental field wishing to return to school to obtain their BScDH, and/or practicing diploma Dental Hygienists wishing to complete their degree.

Proposal for New Program

Recruitment activities for the proposed BScDH Program will resemble current activities undertaken by the existing diploma dental hygiene program including, but not limited to, website presence, health fairs, VCC Info nights, Dental Hygiene Information Sessions, marketing at professional dental conferences, etc.

Other important characteristics of potential applicants would include the ability/empathy to work as a primary health care provider with a variety of clients from various populations across their lifetimes. Additionally, they should have fine motor skills, the ability to work and study independently and in small groups (both in classroom and online environments), communicate well with others, be self-directed, and be able to manage time to meet rigorous program requirements, and be comfortable with self and peer- assessment strategies.

18. **How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?**

Students not meeting the program pre-requisites will be able to meet with someone from the Advising Department to determine which courses will help them to best meet the prerequisites.

19. **How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?**

The program will hold two seats for Aboriginal applicants meeting the program requirements as per policy. Although the Dental Hygiene program traditionally admits a larger percentage of female applicants than male applicants, males can apply and will be considered equally.

Quality

20. **How will the program ensure educational effectiveness (e.g., retention, progression, completion)?**

VCC has been a leader in dental hygiene education for more than 25 years. Our well-respected and longstanding program is accredited by the Commission on Dental Accreditation of Canada (CDAC), and receives full accreditation status routinely (approved without any reporting requirements-every 7 years).

We do foresee some attrition from 1st year. Based on the attrition rates in first year, we plan to 'overfill' our first year to 30 students. The student intake for years 2, 3 and 4 is projected to average 25 students. The 4th year can be augmented with practicing Dental Hygienists who have graduated from accredited BC Diploma Dental Hygiene programs. We expect there will be a large demand for degree programming due to new regulatory requirements and registration categories for BC Dental Hygienists approved by the College of Dental Hygienists of BC (CDHBC).

21. **Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):**

Learning is fostered through seminars, lectures, labs, clinical practice sessions, group work, independent study, problem based learning, community outreach, and clinical rotations. Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC Dental Clinic. In addition, rotations to a wide variety of health care and community facilities are organized for students to learn and apply abilities and knowledge in context. Course work focuses on the development of informed decision making skills, communication skills and intra- and interprofessional teamwork strategies; as well as proficiency in self and peer evaluation. Other important curriculum threads include development of evidence-based inquiry skills, critical thinking and problem solving abilities. The program is designed to foster the development of professionalism, a commitment to life long learning, and dedication to a self-regulating profession.

Proposal for New Program

It is projected that the advanced 4th year will focus on research use; policy use; leadership; ealth promotion & disease prevention activities, initiatives and programs; and advanced client care practicums (care of clients/populations with medically complex needs).

22.   Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

Yes, students completing University Transfer (UT) courses at other institutions will be awarded transfer credits provided they meet the transferability requirements established by BCCAT.

Diploma exit graduates would have opportunities to ladder to the UBC Bachelor of Dental Science degree program or other degree programs such as TRU's Degree in Health Sciences, and our 4th year BScDH [VCC] graduates would ladder to UBC's post-graduate programs.

23.   Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

As above…

24.   Does this program include Prior Learning Assessment and Recognition (PLAR) as per Policy D.3.5 ?

PLAR/prior learning credits will be given to those wishing to enter the 4th year of the program if they have met eligibility. Students will be able to challenge certain courses within the 4th year.

25.   Explain how current faculty are qualified to deliver the program. If they are not, how will this issue be addressed?

As per the VCC *Qualifications for Faculty Members* policy and procedures, all current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

Consultation Overview

26.   **With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback** (refer to Appendix XX):

So far to date we have consulted with:
- Dean of Health Sciences, Debbie Sargent on Jan 12, 2015. Debbie has indicated her support and stated that the VCC PAC has been advocating for this for some time now.
- Vice President of Education, Judith McGillivray in Feb. 2015. Judith has indicated her support for moving this degree forward.
- VCC Institutional Research, Kelly Ablard on Mar. 3, 2015. Kelly has provided support in collecting appropriate data required for Degree Quality Assurance Board (DQAB) approval.
- Dean for Centre for Instructional Development, Susie Findlay (telephone/email Feb. 23, 2015). Susie has indicated the support of her area to provide assistance required for program development.

27.   With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

Proposal for New Program

The VCC Program Advisory Committee (PAC) has been consulted and a follow up meeting to discuss this is scheduled for April 15, 2015. The PAC is in favor of the degree program and feels it will support the new regulatory and registration requirements necessary to meet the 365 Day Exemption Category as established by the College of Dental Hygienists of BC (CDHBC) in collaboration with the BC Ministry of Health and College of Dental Surgeons of BC. The UBC representative on the PAC has offered to assist with writing a letter to the Board requesting that we pursue a degree program at VCC.

The CDHBC is in full support of a degree option in Dental Hygiene as graduates will be recognized with the educational requirements to provide expanded scope abilities (see letter of support attached to this email).

The BC Dental Hygienists Association (BCDHA) is also in full support and has advocated for many years that degree level education be the 'gold-standard' for entry-to-practice in Dental Hygiene (see letter of support attached to this email).

COLLEGE OF DENTAL HYGIENISTS OF BRITISH COLUMBIA

Suite 600, 3795 Carey Road
Victoria, British Columbia V8Z 6T8
WWW.CDHBC.COM

Phone: (250) 383-4101
Fax: (250) 383-4144
Toll-free: (800) 778-8277 (B.C. only)

January 26, 2015

Vancouver Community College
1155 East Broadway Building B
Room 6208
Vancouver, BC
V5T 4V5

Dear Ms. Sargent,

I am writing on behalf of the College of Dental Hygienists of BC (CDHBC) to express our support for the development of a Bachelor of Applied Science in Dental Hygiene at Vancouver Community College. We recognize that VCC is a long-standing and well-respected educational institution in BC and anticipate that this new program will offer students yet another excellent opportunity for advanced education that will enable them to be competitive in today's employment market.

As you know, the CDHBC now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree program in dental hygiene in concert with achieving a minimum number of clinical practice hours. This registration category allows dental hygienists to practice in a wide variety of settings (community health, public health, mobile clinics, independent clinics, long terms care, etc) without the previous limitation of ensuring that all patients had first seen a dentist prior to providing care. Reducing these barriers to care provides '365 Exempt' registrants with valuable opportunities to provide treatment for underserved and often marginalized populations in our society. It is our goal that this registration category sees a significant increase in registrants in the coming years so as to continue improving access to high quality, patient-centered dental hygiene care in BC.

In order to facilitate the approval of existing and future baccalaureates in dental hygiene, the CDHBC has developed an evidence-based mechanism to assess the depth and scope of these programs and determine whether they fit the definition of a 'dental hygiene baccalaureate degree.' This assessment mechanism is available for your reference and we encourage you to utilize it throughout your development process as a means of ensuring your program meets the criteria for the 365 Exempt category educational requirements. A formal approval can be sought from the CDHBC once your program development is complete and a submission can be made.

We encourage you in your endeavors to oversee the evolution of a new degree program at VCC which will pave a pathway for more dental hygienists to continue supporting BC communities and populations in need.

Sincerely,

Heather Biggar
Deputy Registrar

The Mission of the College of Dental Hygienists of British Columbia is to protect the public
by developing, advocating and regulating safe and ethical dental hygiene practice in British Columbia.

March 10, 2015

Ms. Debbie Sargent,
Dean of Health Sciences
Vancouver Community College
1155 East Broadway, Building B, Room 6208
Vancouver, BC   V5T 4V5

Dear Ms. Sargent,

I am writing to express the support of the British Columbia Dental Hygienists' Association (BCDHA) for the establishment of a Bachelor of Applied Science in Dental Hygiene degree at Vancouver Community College (VCC).

With growing amounts of research to incorporate into evidence-based practice, and an increasing complexity of clients seen in practice and in the community, degree level education is becoming the gold-standard for dental hygienists entering practice. The British Columbia Dental Hygienists' Association has long-supported a move to degree for entry-to-practice, and we are pleased that VCC is progressively responding to this need for enhanced education.

In addition to educating new graduates at the degree level, there is also a high demand for another accessible dental hygiene degree completion option in British Columbia. Experienced diploma-level dental hygienists are identifying a need for degree completion to enrich their practice, and many are seeking post-diploma educational opportunities.

The College of Dental Hygienists of BC (CDHBC) has also recognized the importance of degree level dental hygiene education, and this is reflected in the CDHBC's recent legislation that provides degree-educated dental hygienists with an expanded scope of practice. This expanded scope facilitates the growing role of dental hygienists as primary care providers outside of the traditional dental office setting. These dental hygienists are now found in key roles in community health centres, care facilities and hospitals, and operating stand-alone and mobile dental hygiene practices. This increased access to oral care benefits typically underserved communities and persons, such as Northern and rural communities, homebound persons, and those with developmental challenges and/or complex medical conditions. These expanded roles for dental hygienists will continue to develop and it is anticipated that the number of dental hygienists practicing in these non-traditional practice settings will increase. It is essential that existing dental hygiene education programs provide the required level of education to adequately prepare graduates for these expanded roles.

The Dental Hygiene Diploma Program at VCC is very well respected in the dental community in British Columbia, both for the quality of its graduates and its faculty. I am confident that VCC would continue to demonstrate its excellence in the delivery of the dental hygiene degree

program. BCDHA acknowledges the vision and responsiveness of the dental hygiene program in proposing a degree program which will not only well-serve its students, but also the public, its community and some of BC's most vulnerable and deserving citizens.

The British Columbia Dental Hygienists' Association encourages Vancouver Community College to move forward with the Bachelor of Applied Science in Dental Hygiene degree as soon as possible, as the model is current and reflective of the vision for dental hygiene education both provincially and nationally.

Thank you for the opportunity to provide this letter of support. Please do not hesitate to contact me if I may be of any assistance in moving this proposal forward.

Sincerely,

Cindy Fletcher
Executive Director

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                       New Denturist Diploma Program

BACKGROUND:

The Denturist Diploma has been previously taught at VCC, but was suspended in June 2015. The goal was to renew the program within one to two years but the re-development has taken longer. The new program expands from a 2 year diploma to a 30 month diploma, matching other accredited programs at NAIT and George Brown College.

There is great demand by the denturist professional and industry bodies (including the Denturist Associate of Canada) for the program to begin teaching again, as there is a lack of trained denturists. There are currently no public post-secondary offering an accredited program in British Columbia, with one private college offering a non-accredited program.

Upon completion of the program, graduates will be able to:
1. Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care
2. Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics
3. Clinical Practice: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices
4. Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes
5. Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services
6. Jurisprudence, Ethics, and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development
7. Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.

The program is planning to start in January or September 2019.

DISCUSSION:

Education Council and Curriculum Committee reviewed the curriculum in November/December of 2017. The program is very large and intense for a three year diploma, and the Committee raised some concerns. The number of hours are needed to meet all of the required outcomes, but a few small adjustments were made to reduce the credits. The Committee also discussed the structure of the program that allows opportunities for internationally-trained denturists to bring their previous educational and professional training into the program.

There are capital requirements needed, as the lab for the denturist program is out of date. There have been extensive discussions around capital funding, but this was not finalized when EDCO last reviewed the curriculum in December 2017.

After approval by the Board, this program must also be reviewed by the Province before it can be taught. It will be submitted to the Province in July.

Education Council has approved the curriculum, and recommends approval of this new program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Denturist Diploma program.

ATTACHMENTS: APPENDIX A - New Program Proposal for Denturist Diploma

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 19, 2018

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

DENTURIST PROGRAM PROPOSAL

April 6, 2016

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

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VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

Name of Program: Denturist Program

Credential Level: Diploma

Anticipated Start Date: September 2016

PART 1: CONCEPT PAPER

Department Leader: _____

Curriculum Developer / Faculty: Marilyn Heaps/ Louis Chow/ _____

Dean: **Debbie Sargent**

Proposal Date: **April 6, 2016**

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10): *N/A*

A.   Purpose and Context

1.   Describe in detail the program's objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.

Program Goal (Draft)
The Denturism program prepares graduates to provide specialized oral health care to patients as a member Dental Professional Team. The program curriculum includes academic, clinical and laboratory skills.
Emphasis is placed on interprofessional education, whereby students learn to function within a collaborative oral health-care team. This three-year program prepares students to assess, diagnose, design, fabricate, insert complete and partial dentals and provide effective communication with patients regarding treatment options and care.
Graduates of this program are candidates for the provincial licensing examination by the College of Denturists of British Columbia. Successful completion of theory and practical examinations administered by the College of Denturists of British Columbia are a requirement to be registered to practice as a Denturist in the province of B.C.
Draft Program Outcomes:
Upon completion of the Denturist Program graduates will:
- *Apply the National Competency Profile for Denturists (Sept. 2013) to provide safe, competent, culturally safe and ethical care.*
- *Practice within relevant legislation, scope of practice, Standards of Practice, and Code of Ethics as set out by the Health Professions Act and the College of Denturists of British Columbia.*
- *Use their knowledge and skills to meet patients' needs related to denturist services.*
- *Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.*
- *Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes.*
- *Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.*
- *Practice within legal requirements and demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development, and is accountable to individual patients, society, and the profession.*
- *Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.*

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

2.   Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.

The Denturist program will fill the current educational needs for individuals wanting to pursue a career in Denturism. This Denturist program has been revised to ensure currency and relevancy of the curriculum and to meet the regulatory standards and accreditation requirements. There is no other public college offering a Denturist program in British Columbia. Currently the only accredited programs in Canada are at NAIT in Alberta and George Brown College in Ontario. A private college started a Denturist program Sept. 2015 in Surrey, BC. This program is not accredited.
The graduates of a Denturist program at VCC would meet the projected dental health needs of the community.

3.   Identify how the program supports VCC's mission, core values, and strategic objectives?

This revised Denturist curriculum meets VCC's strategic direction as described below:

Education Quality
The Denturist Program has been re-written to ensure that the content is relevant and meets the rigorous standards and requirements of provincial regulations as set by the Health Professions Act of BC and the College of Denturists of BC, as well as the expectations of the national accreditation body, the National Denturist Association of Canada. The program is learning-centered, preparing graduates for entry into the field of denturism.
Operational Excellence
The Denturist curriculum is centered on the development of students' problem-solving, teamwork, and leadership skills. The Program Renewal process identified important feedback from the Program Advisory Committee, graduates, employers and other internal and external stakeholders that led to the revision of this program to ensure the curriculum was current and better prepared graduates for a dynamic workplace.
Financial Stability & Sustainability
The revision of this Denturist program allows for review of program costs. The curriculum revisions include the expanding scope of practice of Denturism in British Columbia and across Canada. Shared content with Dental Technology and Dental Hygiene programs provide opportunities for interprofessional education. Some of the new content will also lend itself to Continuing Studies courses that could be offered to practicing Denturists.
Reputation Management
The program renewal process has offered the opportunity for a total program revision of the Denturist program that will ensure a robust and current curriculum. A Steering Committee including key members from the Denturist community have been strong advocates of the program renewal process, based on their long-standing support of the Dental programs at Vancouver Community College. With the input of the regulatory body, professional association and the knowledge and expertise of members, the new program will ensure that graduates will be well-prepared to meet the changing needs of the profession of Denturism. The program will be in an exceptional position to pursue program accreditation from the National Association of Denturists of Canada. There are only two colleges with this accreditation status currently –NAIT, Alberta; and George Brown College, Ontario. Pursuing accreditation will help to create a   strong brand identity that will enhance the already positive reputation of VCC's Dental programs.
Business Development
The Dental clinic allows the opportunity for Denturist students to provide much needed Denturist care to local community members. The average age of Denturists in Canada is approximately 56-58 year. That, along with the growth in the Canadian population and subsequent dental needs, indicates the need for educating new Denturists. There are two accredited Denturist programs in Canada: NAIT, Alberta; and George Brown College in Ontario. The only other Denturist program in British Columbia is offered by CDI College – this program has not been accredited.

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

4.   How does this program relate to and/or support other programs at VCC?

The Denturist program is a member of a Dental Family of programs at VCC: Dental Hygiene; Certified Dental Assisting (Onsite); Certified Dental Assisting (Distance); Dental Reception Coordinator; and Dental Technology. Given overlapping knowledge and competencies many opportunities for interprofessional education within the family of Dental programs at Vancouver Community College are available. There is also potential for some shared courses between these programs.
Students will be able to meet the admission requirements for this program at Vancouver Community College.

B.   Program Need

5.   What educational gap, if any, is this program intended to fill?

*This program is being developed to meet the stipulations as described in the Health Professions Act, Denturist Regulation, **Appendix 1**; the Practice Standards, **Appendix 2** and Code of Ethics, **Appendix 3** as established by the College of Denturist of B.C.; the National Competency Profiles for Denturists, **Appendix 4**; and The Denturist Association of Canada Guide to Accreditation, **Appendix 5**. The previous Denturist program at VCC was suspended pending program renewal. A Steering Committee was struck in October, 2016 to recommend the structure for a new Denturist Program that would prepare graduates to meet the National Competencies and improve graduate success on the licensing exams required by the College of Denturists of BC: theory examination; complete Denture examination; and the Objectively Structured Clinical examination. Previous graduates of VCC's Denturist program had difficulties with the clinical examinations required by the licensing process.*
The tables below present the most recent statistics from the College of Denturists of BC for the licensing theory; complete denture; and Objectively Structured Clinical Examination (OSCE).

Table 1.1 Vancouver Community College

Theory Examination Statistics

Year	No of Candidates	Pass	Fail	Percent Passed
2015	12	10	2	83%
2014	1	1	0	100%
2013	14	11	3	79%
2012	1	1	0	100%
2011	12	11	1	92%
2010	2	1	1	50%
2009	10	10	0	100%
2008	4	4	0	100%
2007	8	8	0	100%
2006	9	8	1	89%
2005	9	9	0	100%
2004	7	5	2	71%

VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

Table 1.2 Vancouver Community College
Complete Denture Examination Statistics

Year	No of Candidates	Pass	Fail	Percent Passed
2015	4	3	1	75%
2014	14	10	4	71%
2013	3	0	3	0%
2012	13	6	7	46%
2011	3	2	1	67%
2010	11	8	3	73%
2009	8	4	4	50%
2008	8	4	4	50%
2007	12	9	3	75%
2006	11	8	3	73%
2005	6	3	3	50%
2004	8	6	2	75%
2003	5	3	2	60%

Table 1.3 Vancouver Community College
Objectively Structured Clinical Examination Statistics

Year	No of Candidates	Pass	Fail	Percent Passed
2015	6	5	1	83%
2014	12	5	7	42%
2013	1	0	1	0%
2012	4	4	0	100%
2011	2	2	0	100%
2010	10	8	2	80%
2009	7	7	0	100%
2008	6	2	4	33%
2007	9	9	0	100%
2006	9	9	0	100%
2005	6	5	1	83%

NB. Data in Tables 1.1; 1.2; and 1.3 was provided by the College of Denturists of BC
*The data in the tables above corroborate the DASCO Summary of Survey Results (2013, 2012, 2011, 2010, and 2009), **Appendix 6**, which suggests graduates of the previous Denturist program, were not adequately prepared for the licensing process.*
There are currently no public post-secondary institutions offering Denturist education in B.C. One private college CDI- offers an uncredited Denturist program in Vancouver. There are currently only two accredited Denturist programs in Canada: NAIT, Edmonton, Alberta; and George Brown College, Ontario.

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Succession planning and concern re lack of prepared graduates to carry on this profession was a topic of discussion at the Denturist Association of Canada's Annual General Meeting in September, 2016. Discussion at this table identified the average age of Denturists in Canada was 56-58 years.

6.   What evidence is there of student demand for the program?

VCC Advising has started a list of interested potential applicants. Both the Admissions Department and the Registrar's office receive inquiries about the denturist program and when it is to resume. CID College, Surrey, Vancouver offers a Denturist program. This program is currently not accredited. As mentioned in question #2, there are currently only two accredited programs in Canada.

7.   What evidence is there of labour market, professional or community demand for graduates?

At the Annual Denturist Association of Canada Annual General Meeting in Banff, September, 2015 it was mentioned that the average age of Denturists in Canada was 56-58 years. Denturists spoke of not being able to find young, qualified Denturists to take over their practices upon their retirement.
This same concern has been mentioned by the members of the VCC Denturist Steering Committee members, and the Registrar of the College of Denturists of British Columbia. There are only two colleges in Canada presently that offer accredited Denturist programs in Canada. http://www.denturist.org/career_canadian.html

WorkBC identifies a 1.7% expected annual demand growth rate for 2014-2024. There are 120 job openings anticipated 2014-2024. The Provincial average full-time salary for this profession falls within the range of $66,000-$95,000. Currently 65% Denturists in BC are male; 35% are female. Of the denturists currently in the labour force, 30% are ages 25-44; 56% are ages 45-64; 5% are 65+. These figures suggest that pending retirement for this aging Denturist cohort will lead to job openings for qualified applicants. http://www.workbc.ca/careers/3221

In a letter dated March 24, 2016 from Daniel Robichaud, President, Denturist Association of Canada, Daniel mentions the need for Denturists in Canada and of the support for VCC reinstating the Denturist program:

"VCC previously was the only Denturist Program in British Columbia and as such for years British Columbian's relied on VCC as their main educational facility for future Denturists. We hold steadfast in our opinion that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism.
The Profession and the Public needs VCC to reinstate the Denturist Program, as soon as possible, with an intake class each year in order to service the aging population not only in British Columbia but across Canada" **Appendix 7.**

C.   Competitive Analysis

8.   Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

CDI College, Surrey Campus is the only other college offering a Denturist program in British Columbia. Limited information is available about this program; however it is common knowledge that this program is not accredited. No students have yet graduated from this program. Private college tuition is commonly three to four times higher than that of public post-secondary institutions. The CDI website mentions that their denturist program is 80 weeks in length. In discussion with the members of the Denturist Association of Canada; Denturist program leaders at George Brown College and NAIT, and the VCC Denturist Steering Committee, it was identified that in order for graduates to meet the provincial legislated scope of Denturist practice and the National Competencies for Denturism, program length would need to be extended. Both nationally accredited Denturist programs are 3 years, approx. 27-28 months in length. See **Appendix 8** *for a comparison of VCC's previous program with George Brown and NAIT current Denturist Programs;* **Appendix 9** *for a comparison of VCC's proposed program with George Brown and NAIT programs; and* **Appendix 10** *for a comparison of admission requirements for George Brown, NAIT and VCC's old Denturist programs.*
As per phone and email communication with Department Leaders at George Brown College and NAIT, both programs are currently reviewing their Denturist curricula and expect program length to increase in order to

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accommodate the Provincial and National requirements for Denturist.   The College of Denturist of British Columbia has only listed the programs at NAIT, Alberta and George Brown College, Ontario on their website. These are the only two accredited programs in Canada.

9.   Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

No other public post-secondary institutions in British Columbia offer this program.

10.   Is this concept supportable and sustainable with existing and/or available resources?

Yes. There is a designated classroom and lab as well as equipment for the Denturist Program.

11.   Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

This program is based on the cohort based model.

12.   What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

*The program will be offered over 36 months – three years with June, July and August off, for a total of **27 months**. In order for students to maintain their competencies and skills, the maximum allowable time for completion would be 5 years.*

13.   How many students would you expect to enroll in each year of the program?

It is anticipated that each cohort would have an intake of 12 students, with a yearly intake.

D.   Student Profile

14.   Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

Reaching out to High School counsellors about this program will increase awareness of this program. This program could appeal to students interested in learning about new technologies; that have an interest in transferring fine dexterity skills and creative expression into a profession that requires these abilities. It would also appeal to students interested in entrepreneurship and/or starting their own business as many denturists are self-employed.
Recommended Characteristics:
- *A caring attitude (Interest in and empathy with people);*
- *Excellent English Language skills: speaking and listening; reading and writing skills;*
- *Ability to communicate effectively with individuals of all ages and from all walks of life;*
- *Problem solving and analysis;*
- *Mature with positive self-image and high standards of personal integrity;*
- * Ability to support others on a team;*
- *Ability to take initiative and handle responsibility;*
- *Basic computer literacy: email; word processing; internet searching;*
- *Flexibility to attend clinical placements within and outside of the Metro Vancouver area and to cover the costs associated with this;*
- *Good manual dexterity – fine motor skills;*
- * Overall good health.*

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15.   How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students who appear underprepared will be referred to the VCC Learning Centre, to Counselling, to Disability Services and/or to Advising to determine how individual student needs can best be met. Vancouver Community College offers the upgrading courses required for admission to this program.

16.   How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

Applicants will need to meet VCC's English language requirements for Health Sciences Programs: http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/. VCC offers English language education for those students not meeting these requirements.
*This program would be open to any applicants that meet the admission requirements. Students of this program would be VCC students and therefore VCC policies directing education apply. "In recognition that VCC serves a large Aboriginal population that is under represented in post-secondary education, priority registration will be given to qualified Aboriginal students in all courses and programs at VCC. Candidates are invited to self-declare when applying for admission to the college," (Aboriginal Education Enrollment policy number D.3.10, **Appendix 11**). Those with disabilities will be welcome in the program and will be referred to Disability Services in order to identify the needed services to support student success. Faculty and administration will respond to perceived inequities if they arise, (Students with Disabilities policy number D.4.1, **Appendix 12**).*

E.   Quality

17.   How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

The program will meet all college policies and Education Council requirements and be approved by the VCC Board of Governor's before implementation. Students will be informed of requirements for success and be encouraged to seek assistance if success is challenged. Faculty will meet area hiring criteria and be selected through an approved process. Student feedback about the program will be sought and recommended changes will be considered. National accreditation will be sought to ensure the program meets the expectations of the National Accreditation body. The College of Denturists of BC program approval is required in order for graduates of this program to be eligible to write the licensing examinations. The Denturist Program Advisory Committee will meet regularly to ensure that the program meets the needs of graduates, community and employers.

18.   Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

The program will incorporate face-to-face instruction; online learning, in-person labs, and practical education experiences. The final practical education experience would follow a preceptorship model.

19.   List all accreditations, affiliations or articulations for this program.

- *National Accreditation is granted by the Canadian Denturist Association of Canada*
- *Program approval is granted by the College of Denturist of British Columbia*

20.   Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

*There is a Steering Committee that is leading this new program proposal. A list of the Steering Committee members can be found in **Appendix 13;** as well as the minutes from the Steering Committee meetings can be found in **Appendices 14, 15 and 16**.*

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21. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

Qualified faculty will need to be hired to deliver this program. Faculty teaching in the Dental Technology and Dental Hygiene programs may have the expertise to teach some of the content in the Denturist program.

F. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

Admission Requirements (Draft) as determined by the VCC Denturist Steering Committee:
- *Grade 12 graduation, or equivalent*
- *English 12 with a C+, or equivalent*
- *English language proficiency*
- *Human Biology 12 with a C+ or better*
- *Math 11 or Physics 11, with a C+ or better*
- *Two Career Investigations/Summaries (?)*

Upon admission to the program (Draft):
- *Completion of First Aid and CPR-Level C training*
- *Proof of a negative TB skin test or chest x-ray*

Immunizations in the following are strongly recommended:
  - *Diphtheria/Tetanus*
  - *Polio*
  - *Measles, Mumps, and Rubella*
  - *Hepatitis B*
  - *Influenza (required on an annual basis)*
  - *Chicken Pox*

   ****NB** Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.*

- *Criminal Record Check:* In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. Access http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm to complete the review request.

   *NB. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

*NB Additional/final admission requirements to be determined in partnership with VCCs School of Health Sciences; Registrar's Office; College of Denturists of BC; practice education placement sites.

23. Identify pathways that assist in meeting these requirements.

VCC offers English Language education and Adult Basic Education

24. Identify potential courses, if any that could be developed to assist in meeting these requirements.

N/A

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25. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

Face-to-face theory with some online presence, lab, and clinical experiences, including a final practice education experience is proposed. The final practice education experience would likely follow a preceptorship model.

26. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

No. A combined first year with Dental Technology/Denturist courses could be a consideration in the future.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy D.3.6.1

No

28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

The VCC Denturist Steering Committee has drafted a proposed course sequence demonstrating the leveling of content from lower to advanced concepts.
The courses are divided into six terms offered over a three year period.
A final practice experience that is included within the curriculum (instead of an externship as in the previous curriculum) is a substantial change from current practice and requires discussions with and approval from the College of Denturist of B.C. Board. The VCC Denturist Steering Committee feels very strongly that increasing lab time (and OSCE format for lab evaluation); introducing students to patient care in Term 2 and Term 3; and incorporating a Community Practicum in both Term 4 and 5; and a Final Preceptorship, will improve student success in the program and most importantly, graduate success on Licensure Examinations (theory but particularly the clinical exam and OSCE). The preceptorship would include expectations/requirements as per the regulatory body i.e. the internship portfolio. The final preceptorship evaluation will be based on the National Denturist Competencies. The program completion will be planned to align with the College of Denturists of BC licensing Exams to better promote graduate success. The total theory, lab and practice education hours are yet to be finalized – estimate included in proposed curriculum map below.

Draft Curriculum Map – 3 yr. /27 month program					
Term One (Sept.-Dec)	**Term Two** (Jan – May)	**Term Three** (Sept. - Dec.)	**Term Four** (Jan. – May)	**Term Five** (Sept. – Dec.)	**Term Six** (Jan. –May)
Human Anatomy and Physiology Proposed: 3 credits/60 hrs.					
Head and Neck Anatomy Proposed: 2 credits/40 hrs.	**Dental Psychology** Proposed: 1 credit/20 hrs.	**Pharmacology and Emergency Care** Proposed: 1 credit/20 hrs.		**Dentures over implants** theory/lab Proposed: 3 credits/70 hrs.	
Infection Prevention and Control/Health and Safety (include some IPE activities with Nursing and Dental Hygiene re infection control) Management of Dental Materials theory and introduction to lab skills Proposed: 3 credits/65 hrs.		**Clinical Infection Control** ?IPE Proposed: 1 credit/20 hrs.	**Gerontology** Proposed: 1 credit/20 hrs.	**Treatment Planning 1** Proposed: 2 credits/50 hrs.	**Treatment Planning 2** Proposed: 2 credits/50 hrs.

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Introduction to Preclinical Prosthetics 1	Preclinical Prosthetics 2	Clinical Prosthetics 1	Clinical Prosthetics 2	Clinical Prosthetics 3	
a. Complete Dentures Lab Theory 1 Proposed: 4 credits/80 hrs. b. Complete Dentures Lab Practice 1 Proposed: 5 credits:125 hrs Total: 9 credits/205 hrs	a. Complete and partial: theory 2 (4 credits/80 hrs.) b. Complete and partial: lab 2 (7 credits/175 hrs.) Case studies and real pts. Proposed 11 credits/ 255 hrs.	a. Partial and Complete dentures theory 1 (2 credits/ 40 hrs.) b. Partial and Complete dentures Lab practice 1 (5 credits/125 hrs) Case studies and real pts. Proposed total: 7 credits/140hrs.	a. Partial and Complete dentures theory 2 (2 credits/40 hrs.) b. Partial and Complete dentures Lab practice 2 (5 credits/125 hrs.) Proposed total: 7 credits/140hrs.	a. Partial and Complete dentures theory 3 (2 credits/40 hrs.) b. Partial and Complete dentures Lab practice 3 (5 credits/125 hrs.) Proposed total: 7 credits/140hrs.	
Professionalism a. Professional Communication b. Foundational concepts of professionalism *Pt privacy *IPE Proposed: 2 credits/40 hrs.	**Professionalism 2** a. Collaborative Practice b. Collaborative health care in Canada c. Patient documentation and treatment planning d. IPE Proposed: 2 credits/40 hrs.	**Professionalism 3** a. Communication and Collaboration b. Patient documentation and treatment planning c. IPE Proposed: 2 credits/40hrs	**Business Management** Introduction to Denturist Practice Proposed: 3 credits: 60 hrs.	**Professionalism 4** Communication Jurisprudence Ethics Professional responsibility Proposed: 1 credits/20 hrs.	**Managing a Denturist Practice** Proposed: 3 credits/60 hrs.
Dental Anatomy, Physiology, Histology and Embryology (Healthy) Proposed: 3 credits/60 hrs.	**Dental Anatomy & Physiology 2** Proposed: 3 credits/60 hrs.	**Radiographic interpretation** Proposed: 2 credit/40 hrs.			
Oral Pathology (unhealthy) Introduction to pathology Proposed: 3 credits/60 hrs.	**Oral Pathology 2** IPE activities with Dental Hygiene; Nursing; Dental Assisting Proposed: 3 credits/60 hrs.	**Oral pathology and pathophysiology** Proposed: 3 credits/60 hrs.	**Pathophysiology and Pharmacology 2** Gerontology Focus Proposed: 3 credits/ 60 hrs.		
		Case Presentation 1/Patient Treatment 1 OSCE Format Proposed: 2 credit/50 hrs.	**Case Presentations 2/ Patient Treatment 2** OSCE format Proposed: 2 credit/50 hrs.	**Case Presentations 3** OSCE format Ethical Dilemmas Proposed: 2 credit/50 hrs.	**Case Presentations 4** OSCE format Ethical Dilemmas Proposed: 2 credit/50 hrs.
	Clinic 1 : *students to see patients in second half of Term 2 Proposed: 4 credits/100 hrs.	**Clinic 2** *students to see patients in clinic in second half of Term 3 Proposed: 5 credits/125 hrs	**Community Practicum 1** (Instructor led) following successful completion of Term 4 courses? Proposed: 6 credits/180 hrs.	**Community Practicum 2** (instructor led) following successful completion of Term 5 courses Proposed: 6 credits/180 hrs.	**Preceptorship** *partnered with practicing denturist *could be co-op course Proposed: 12 credits/360 hrs.
Total # of courses: 7 **Total credits: 25** **Total Hrs:530 hrs** **6.6 hrs/day**	**Total # of courses: 6** **Total credits: 24** **Total Hrs: 515 hrs.**	**Total # of courses: 8** **Total credits: 23** **Total Hrs: 495**	**Total # of courses: 6** **Total credits: 23** **Total Hrs.: 510**	**Total # of courses: 6** **Total credits: 21** **Total Hrs.: 510**	**Total # of courses: 4** **Total credits: 19** **Total Hrs:520**

Program Total # courses: 37	Program Total # credits: 135	Program Total # hours: 3080

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A draft Competency Map further demonstrates leveling from lower to advanced courses, **Appendix 17**. *The competency map identifies the proposed courses where competencies are initially introduced.*

G.   Consultation

29.   With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback
See Chart below:

30.   With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.
See chart below:

INTERNAL CONSULTATIONS		FEEDBACK (include date received)
SCHOOLS		
	Faculty/Department	Department Head is member of Denturist Steering Committee and has attended all meetings
	Department Support Staff	
	Other Department(s)	Information discussion with Dept. Heads of Dental Hygiene and Dental Technology programs re potential shared courses and Interprofessional education opportunities.
EDUCATIONAL AND STUDENT SERVICES		
	Aboriginal Education and Community Engagement (AECE)	
	Assessment Centre	
	Centre for Instructional Development	Ongoing consultation
	Counselling & Disability Services (CDS)	
	EDCO	April, 2016 meeting
	Financial Aid	
	Learning Centre	
	Library	New textbooks – to be determined
	Registrar's Office / Advising / Recruitment	Discussions with Advising and Registrar's office re potential applicant interest in program. Both departments are keeping contact lists re program inquiries, Jan./ Feb. 2016
	Related additional Student Services	
	VCC International and Immigrant Education	
FINANCIAL AND OPERATING		
	Communications and Marketing	Emailed April 1, 2016
	Facilities	Meeting scheduled for April 27, 2016
	Finance	
	Information Technology (IT)	
	Institutional Research (IR)	

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	Safety and Security	
EXTERNAL CONSULTATIONS		**FEEDBACK (include date received)**
	PAC/CEG	Denturist Steering Committee Meeting Dates: October 5, 2015: December 8, 2015 January 26, 2016
	Affiliation, Articulation and/or Accreditation bodies	**College of Denturists of British Columbia**: Program Approval; Registration Body. Ongoing discussions. Registrar member of the Denturist Steering Committee **Denturist Association of British Columbia**: Professional Body. Ongoing discussions. Board member sits on Denturist Steering Committee Discussions with Dept. Leaders for NAIT/George Brown (Sept./ Oct 2015) **Canadian Association of Denturists**: Accreditation. Sept./Nov. 2015
	PSIPS	This will be required to determine new program status
	DQAB	NA

H.   Phase In/Phase Out Plan

31.   For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

The Previous Denturist Diploma Program was suspended June 2015 in order for the program to be revised to better meet industry standards and the National Competencies for Denturists, as well as to better prepare graduates for success. No phase in/phase out required.

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PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum.

It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. **NON-RECURRING COSTS** (provide accurate estimates)

Academic non-recurring start-up costs

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development	*	*	*		
Faculty development	*	*	*		
Staff development	*	*	*		
Sub-total					

Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Some updates required	*				
(Flooring in office space; storage; office spaces; spaces for faculty to meet with students and clients.					
Sub-total					

Totals

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring					
Capital Costs					
Sub-total					

2. **ONGOING OPERATING COSTS** (provide accurate estimates)

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty	*	*	*		
Required service courses					
Administrative Support (Lab demonstrator)	*	*	*		
Student Services					
Marketing	*	*	*		
IT Support (minimal)	*	*	*		
Library (new resources)	*				
Lab operating costs – Salary (LD)	*	*	*		
Other (Marketing, Facilities)	*				
Sub-total					
Grand Totals					

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PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program.
It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. **REVENUE**

   What is the source of funding for this program?
   Base funding of $16,000/FTE/year + tuition and student fees (including material fees and tool kit).

2. **TUITION AND FEES**

Item	Number of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition –*to be determined*		13	14	10	NA	37

3. **SIGN OFF**

   Dean/Director: _____

   VP Academic: _____

   VP Finance: _____

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: Deferred Tuition - Denturist Diploma Program

BACKGROUND:

At the June 27, 2018 Public Board Meeting, Education Council are recommending Board approval of the curriculum for the new Denturist Diploma Program.

Based upon discussion at the June 13, 2018 Finance and Audit Committee (FAC) meeting, it was decided to defer the decision on tuition and fees for this program until a meeting with the Ministry of Advanced Education and Skills Training (AEST) can take place.

Information from this meeting will be brought back to FAC in September to assist in making a final decision on the matter of tuition and fees.

PREPARED BY: Dr. Peter Nunoda, President & CEO

DATE: June 20, 2018

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 27, 2018

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Computer Systems Technology Diploma Program

BACKGROUND:

The School of Trades, Technology, and Design has developed a Computer System Technology (CST) Diploma. It is a two-year diploma program, and is designed for individuals who wish to obtain employment in the Information Technology Industry as mobile applications programmers, computer programmers, and network administrators. The program will incorporate computer literacy skills, technical and communication skills, and students will be able to specialize in areas that interest them the most, including programming, software design, mobile application programming, data communication and web design. The program is designed as a full time, face to face, cohort program, open to domestic and international students.

The 2025 BC Labour Market Outlook anticipates 34,249 job openings to 2025 in BC. The industry is expected to expand its workforce at a much faster pace than all industries as a whole up to 2025. The majority of those job openings (59%) are expected to be a result of industry growth rather than replacement demand.

Upon completion of the program, graduates will be able to:

1. Design, install and manage local area networks
2. Develop and design computer programs in various programming languages
3. Develop and design interactive web pages with multimedia components
4. Install, and configure computer hardware and software
5. Perform systems analysis and design
6. Program apps for mobile devices
7. Provide end-user technical support services
8. Troubleshoot and repair hardware problems

The program is planning to start in September 2019.

DISCUSSION:

Education Council and Curriculum Committee have reviewed the curriculum. Curriculum Committee made a number of recommendations at the April meeting and asked for the proposal to return at the May meeting. Adjustments were made to some course learning outcomes and evaluation plans to include an emphasis on teamwork and communication. Credits and course numbers were corrected

from some courses. There was discussion around program learning outcomes, but the developers choose to not make changes at this time until the program is taught once, so they have a better sense of the adjustments needed. Curriculum Committee accepted this approach.

There are significant initial costs to this program, including computer lab space, technology and office space. The College has provided approximately $750,000 in capital funding from 2018/19 for this program. The College has also received new base funding from the Ministry of Advanced Education and Skills Training (AEST) for this program.

Education Council has approved the curriculum, and recommends approval of this new program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Computer Systems Technology Diploma program.

ATTACHMENTS: APPENDIX A **-** New Program Proposal for Computer Systems Technology Diploma

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 19, 2018

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PROPOSAL FOR NEW PROGRAM

Name of Program: **Computer System Technology (CST)**

School: **School of Trades, Technology and Design of Trades, Technology and Design**

Credential Level: **Diploma**

Anticipated Start Date: **May 2019**

PART 1: CONCEPT PAPER

Department Leader: TBA

Curriculum Developer / Faculty:

Dean: Brett Griffiths

Proposal Date: February 2018

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

_____

A.   Purpose and Context

1.   Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.

The program is designed for individuals who wish to obtain employment in the Information Technology Industry as Mobile Applications Programmer, Computer Programmer, and Network Administrator. Upon completion of this program, graduates will be able to:

- *I.   Designing, installing and managing local area networks*
- *II.   Developing computer programs in various programming languages*
- *III.   Developing interactive web pages with multimedia components*
- *IV.   Developing proficiency in several common computer application packages*
- *V.   Installing and configuring computer hardware and software*
- *VI.   Performing systems analysis and design*
- *VII.   Programming apps for mobile devices*
- *VIII. Providing end-user technical support services*
- *IX.   Troubleshooting and repairing hardware problems.*

2.   Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

VCC INTEGRATED COLLEGE PLAN (2017-2018)
- *Educational Quality (Committed to learning centered programming that is relevant, flexible and career oriented)*
  - *The Computer System Technology Diploma Program is a two-year program that prepares students for jobs in IT. Graduates will be prepared to solve computer-related issues for businesses, government agencies, utilities, law enforcement agencies, health services*

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providers, educational institutions and more. The program will incorporate computer literacy skills, technical and communication skills, Students can specialize in areas that interest them the most, including programming, software design, mobile application programming, data communication and web design.

- *__Financial Stability and Sustainability__ (Achieve financial sustainability through integrated strategic and financial planning revenue diversification, careful cost management and sound administration while being socially and environmentally responsible)*
  - *The program will generate a new stream of revenue for the college. The Revenue from this program will enable the School of Trades department to create a financially sustainable area that will diversify revenue the domestic and international tuition.*

- *__Reputation Management__ (Continue to build a strong brand identity that is carefully monitored and managed)*
  - *VCC Trades, Technology and Design programs are well known in the Lower Mainland and throughout BC. VCC plays a key role in meeting industries' demand for talents in different areas including information technology.*

- *__Business Development__ (Develop new business opportunities by engaging with multiple stakeholders)*
  - *This program builds on and enhances existing partnerships with different stakeholders. The program will open opportunity for VCC to collaborate with key players in the information technology in BC, including SAP, Amazon, Microsoft, Electronic Arts, Fortinet, Hootsuite and Salesforce.*

3. How does this program relate to and/or support other programs at VCC?
   VCC is committed to deliver a superior student educational experience by offering programs that meet community need. VCC is the home to the Samsung Tech Institute, and the new CST program will open more opportunities to encourage private stakeholder to collaborate with VCC to support the need of the community.

B. Needs Assessment

4. What educational need is this program intended to meet?
   Students attending the Computer System and Technology programs acquire basic computer skills, programming languages and methodology, systems programming, operating systems and networking. The students will develop the advanced practical computing and problem-solving skills required in the modern industry.

5. What evidence is there of labor market, professional or community demand for graduates?

   The 2025 BC Labour Market Outlook anticipates 34,249 job openings to 2025 in BC. The industry is expected to expand its workforce at a much faster pace than all industries as a whole over the next years up to 2025. The majority of those job openings (59%) are a result of industry growth rather than replacement demand. Full report can be downloaded from "https://www.workbc.ca/getmedia/903bebd2-eb8c-4e72-90a8-b940e096f4be/Profile-Computer-Systems-Design-and-Related-Services-compressed.pdf.aspx"

Potential Careers

Sample Job Title	NOC Classification[1]	Earning Potential	Sources

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Mobile Application Programmer	Software Engineers and Designers (2173)	$40,106-$106,949	https://www.workbc.ca/careers/2173
Computer Programmer	Computer Programmers and Interactive Media Developers (2174)	$41,732-$110,286	https://www.workbc.ca/careers/2174
Network Administrator	Computer Network Technicians (2281)	$42,108 - $89,388	https://www.workbc.ca/careers/2281

6.   What evidence is there of student demand for the program?

The British Columbia Tech Association says: B.C.'s growing tech industry faces a "talent crisis" that is limiting its growth and forcing companies to consider relocating out of the province. The Association has called the B.C government to invest $100-million in postsecondary institutions over the next three years to produce the required workers.

Additionally, the International Education department has indicated that there will be demand for this program.

Source: https://www.theglobeandmail.com/news/british-columbia/bc-tech-companies-complain-of-shortage-of-skilled-workers/article32360079/

C.   Competitive Analysis
7.   Which related programs are available in the Lower Mainland and/or online: how do they compare in terms of focus, intended outcomes, length, costs and size?

Institution	Program	Credential	Length	Tuition
BCIT	*Computer systems Technology.* Specializations: Client/Server, Web and mobile Applications, Data Communication and Internetworking, Databases, Digital Processing, Information Systems, and Technical Programing	Diploma	2 years	$12,482
Okanagan College	Computer Information Systems	Diploma	2 years	$9,796
Camosun College	Information and Computer Systems	Diploma	2 years	$12,900
VIU	Information and Technology and Applied Systems	Diploma	2 years	$9,850
KPU	Computer Science and Information Technology.	Diploma	2 years	$12,710

8.   Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?
An articulation committee currently exists for Computing Education. VCC will be joining the committee once the program is launched.

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D. Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

   The target demographic for this program is 18-30-year-old male or female international & domestic students. The educational background could vary from high school equivalence to university graduates.

10. How do you plan to recruit or attract these students?

    The School of Trades will work with the marketing department and High School coordinator to promote the new program to high school students. We plan to run several info sessions at VCC and visit major high school in the Lower Mainland. We will be working with school counselors to promote the program and recruit domestic students.
    The international department will fulfill recruitment through existing channels.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

    This type of program typically has quite a diverse student body. Since most of the new applicants for at least the first two cohorts will come to the program through international recruiting, there are some groups that are more highly represented including students from India and China. We will overcome this (slight) imbalance by recruiting more widely, with the help of the International Education Department.

E. Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

    The Canada's Association of I.T. Professionals (CIPS) is the professional association for Information Technology (IT) practitioners in Canada. VCC will be working to joining the CIPS.
    We will be exploring block transfer agreements with both public and private institutions across Canada and the US.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

    There is currently no PAC for this program. We will be creating a new department that overseas this program and any future IT programs. Once the department is formulated, we will work with industries to form a new PAC and provide the new department with avenues to engage with industry.

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

    We will be hiring a department head and faculty for this program. Our plan is to create a faculty recruitment guide to assist the selection committee in recruiting for the new program. We will identify the immediate and future needs for the department. The selection committee will establish objective and measurable criteria, such as education and experience, which will help determine candidates' chances for success. Our goal is to hire industry professional to teach deliver the learning objectives for this program.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

    The Computer Systems Technology Diploma will provide students with a comprehensive technical training and solid foundation of theory and hands-on lab practice. Students will learn business principles, project management and communication skills- attributes potential employers look for when hiring for IT personnel.

F. Admission, Delivery, and Design

16. What is the expected length of program (in months/years)? How many intakes are you expecting per year? How many students per intake?

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The Computer Systems Technology is a two-year program available full time. We will start with one intake in 2019 and two intakes starting 2020. The goal is to recruit 20 students per intake.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.
    a. *Math: a minimum of 60% in any of: pre-calculus grade 12 or principles of Math 12; or a minimum of 67% in any of:*
        i. *Pre-calculus grade 11*
        ii. *Foundations of Mathematics grade 12*
        iii. *Foundation of Mathematics grade 11*
        iv. *Principles of Mathematics 11*
        v. *Applications of Mathematics 11*
        vi. *Applications of Mathematics 12*
    b. *English 12 (60%) or IELTS 6.0 (with no band less than 6.0)*
    c. *High school graduation or equivalent.*

    Students will have access to additional EAL language support as needed throughout the program. The Learning Centre will provide additional tutorial support for English language skills.

18. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).
    The program will be delivered full time, face-to-face, and cohort based. Courses are delivered sequentially to a cohort of students. As the program grows, we will be offering mixed-mode delivery methods.

19. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.
    There will be no multiple entry or exit points for this program. Registration for the initial offering would be closed.

G. Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area?

Financial Aid - January 8, 2018- Email sent to Murray MacGregor. Feedback received on January 8th, 2018 "No issues as far as approving it for BC Student Loans. The length of the each year is not included? Assuming that it would be Jan to April and then are they back in Sept to Dec or will it run concurrently" We responded to Murray on January 8th, 2018 "The program is 2 year and runs 3 semesters per year".

Facilities – January 8th, 2018- Email sent to Jerry Guspie. Several meetings with Jerry and Aruna. 3 rooms were identified as potential labs / faculty room (919, 923, 924)- cost of renovation $150 per sqft- Total cost required $150X5000 sqft = $750,000.

Information Technology – January 8, 2018- Email sent to Elmer Wansink. Received feedback from Elmer on January 11th, 2018. Feras and Brett met with Elmer on January 19th.
- *"Where are the hot topics of the day? AI, cloud and IOT? You also need to have some database development as part of any software development program.*
- *Upon completion of this program, graduates will be able to: way too much to learn in 2 years. I would suggest looking at either making the first year general and the second year more specific depending on the interest of the student. Look at separating hardware and software.*
- *Check licensing with Norman and Candice.*

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- *Adding IT support grade 26 1 FT*
- *40 computers at $3000 each total cost $120,000.*

Library Services *- January 8, 2018- Email sent Todd Rowlatt. Todd responded on January 8th and request a meeting Brett Griffiths to get more information about the types of research projects and how the library can support students with current collection. Brett responded on January 8th, 2018 "There won't be any research projects for this program; the project work is the development of applications for different client needs. I can help by providing you with a list of required and elective textbooks of you would find this helpful". January 8, 2018- Brett provided course list to Todd.*

International Education Department *January 8, 2018- Email sent to Jennifer Gossen. The department has indicated that there is demand for this type of program. "We are very happy to be involved with this program, as we know that it will bring large number of international students to VCC – and IT is a very in-demand area of study and employment. Several emails back and forth with Jennifer to determine the admissions requirement:*
Recommended admission requirements:
- *Math: a minimum of 60% in any of: pre-calculus grade 12 or principles of Math 12; or a minimum of 67% in any of:*
  - *Pre-calculus grade 11*
  - *Foundations of Mathematics grade 12*
  - *Foundation of Mathematics grade 11*
  - *Principles of Mathematics 11*
  - *Applications of Mathematics 11*
  - *Applications of Mathematics 12*
- *English 12 (60%) or IELTS 6.0*
- *High school graduation.*

Marketing *- January 8, 2018- Email sent Karen Wilson. Received feedback from Karen and Matt on Jan 29, 2018*
- *Naming of the program is consistent with our competitors but, we will need to focus on ensuring we're incorporating the potential occupations into the content for search engine optimization (a user is more likely to search for computer programming programs, software development programs, app development programs, etc. than the actual name of the program).*
- *This is a competitive area when it comes to search advertising - the CPC for ads is coming in at an average of $5+*
- *We will be competing against quite few online options outside of our typical competitor group that we need to be conscious of. We also need to consider that we are potentially drifting into UBC and SFU markets – which could actually present an opportunity for laddering into degree programs with them.*
- *Given our typical approach of highlighting the trades, we're not really well known for this type of program which may mean a substantial investment for launch to position VCC as an option within the Vancouver market. Lorena's program has/had similar issues that we could potentially look to in order to see if there are tactics we could leverage.*

Indigenous Education and Engagement *– January 8th, 2018 – Email sent to Tami Pierce- No feedback provided.*

Institutional Research *- Emails sent January 8th, 2018. no feedback provided. Expect further discussion during development stage.*

Assessment Centre *– January 8th, 2018- Email sent. Feedback received January 17th, 2018. Is this strictly for international students? If not, there needs to be more about English admission reqs (or plans to further develop admission reqs) for non-international/non-esl candidates.*
I echo the comments on EAL support for international. Will they consider assessing upon program start, for international students, as is being done in Canadian Business Management? And then further EAL support, as is being piloted in hospitality management? Will this be a blended program of international (ESL and non-ESL) and domestic (ESL and non-ESL)? If there is to be a blending of ESL/non-ESL, how are the entrance requirements being addressed across the different demographics?

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Would there ever be any potential for recruitment of a 30+ population? I think of retraining of mid-professionals, for example, rather than strictly high school level recruitment.

Centre for Instructional Development *– January 8th, 2018- Email sent no feedback provided by January 22, 2018. Expect further discussion.*

Disability Services *– January 8h,2018- Email sent to Ron Kee. Feedback provided on January 24th. Working with the Disability Services to make sure that information is accessible for those who may be sight or hearing impaired (adaptable to other formats – effectively and with no or little cost). Ongoing discussion.*

Registrar's Office *– January 8th, 2018- Email sent no feedback provided by January 22nd, 2018. Ongoing discussion.*

Learning Centre *– January 8th, 2018- Email sent no feedback provided by January 22nd , 2018. Ongoing discussion.*

Finance *– January 8th, 2018- Email sent no feedback provided by January 22nd, 2018. Initial program costing completed on December 12th, 2017. Submitted Capital Request to Margaret on January 23rd, 2018. Ongoing discussion.*

Safety and Security *– January 8th, 2018. - Email sent no feedback provided by January 22nd, 2018.*

Operational Needs

Area	Required
Facilities	Two Labs
IT	30-40 computers for two labs
Human resources	One Department Head
	One Program Assistant
	5-10 Part time instructors.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

    VCC will modifying an existing program offered by Saskatchewan Polytechnic Institution. The funding for this purpose has been secured through the BC Ministry of Advanced Education and Skills Training. Dean and Operations manager will complete initial work, once department head is hired additional curriculum work will begin.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large-scale needs?

    Funding has been secured for the initial implementation of this program.

H.   Phase In/Phase Out Plan

23. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs).

    There will be no phase in/phase out as this is a new program.

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PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4-year projection on tuition, fees, and other revenue, and expected operations (direct and indirect) and capital costs.

1.   TUITION AND FEES

Note: These are estimated amounts, approved tuition will proceed through Finance and Audit Committee and VCC governance.

Item	Yr 1 (20/20 seats)	Yr 2 (40/40 seats)	Yr 3 (40/40 seats)	Yr 4 (40/40 seats)
Domestic Tuition	$238,760	$477,520	$477,520	$477,520
International Tuition	$338,760	$677,520	$677,520	$677,520

2.   REVENUE

What is the source of funding for this program?
Domestic and international tuition fees

3.   OPERATING COSTS (Direct and Indirect)
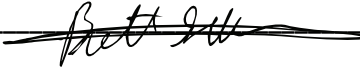
Item	Yr 1	Yr 2	Yr 3	Yr 4
Faculty	$340,306	$675,586	$675,586	$675,586
CUPE	$79,511	$79,511	$79,511	$79,511
Administrative Support				
Student Services				
Marketing				
IT Support	$79,511	$79,511	$79,511	$79,511
Library				
Lab operating costs - Salary				
Grand Totals	**$499,328**	**$834,608**	**$834,608**	**$834,608**

4.   CAPITAL COSTS

Item	Yr 1	Yr 2	Yr 3	Yr 4
2 Lab Renovations	$750,000			
40 Computers	$120,000			
Grand Totals	$870,000			

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PART 3: SIGN OFF

Dean/Director: _____

VP Academic: _____

VP Finance: _____

New Program Implementation Plan

This document is completed during the development of the curriculum for a NEW PROGRAM. It contains a series of guiding questions to help identify elements required for the successful implementation of a new program. Many of the questions will help the completion of the Tuition Costing Plan that must be completed with Finance prior to a program being approved. This completed document must be submitted to Curriculum Committee along with the curriculum documents.

The goal of this plan is to:
1. Identify the needs required to support new programs appropriately, both in the short and long term
2. Improve communication between academic departments and operating and service areas
3. Develop action plans with individuals responsible to ensure supports are in place by the proposed start date of a program, or a long term plan is in development
4. Inform Finance as they develop the Tuition Costing Plan that the cost of program implementation is fully understood prior to tuition being set

It is the responsibility of the program areas to consult with all service areas so that they are aware of needs and requirements, and it is the responsibility of the service areas to review the proposal, engage in discussion to understanding the program needs and to respond in a timely manner. It is recommended that, whenever possible, meetings are arranged with interconnected service areas, to ensure that all key elements of implementation are reviewed and discussed.

For additional information from the Service Areas, please refer to the New Program Implementation Plan Appendix.

Program Name: _____Computer System Technology_____   **Proposed Start Date:** _____May 2019_____

Number of students per intake: _____20_____   **Number of intakes/year:** _____2_____   **Campus** _____DTN_____

Area	Contact	Questions	Yes	No	Action Plan Provide detailed explanations that include what needs to be done and when.	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
OPERATIONAL AREAS										
Facilities[1]	Jerry Guspie Ext. 8304	1. Are new classrooms/labs required?	X		Required 2 labs and space for faculty and department head.	Aruna Rani; and Feras Ghesen	Jan 8th, 2018- email sent to Jerry Guspie.	$750 ,000		
		2. Do existing classrooms/labs need renovation to be able to deliver this	X		Three options for labs on the 9th floor at DTN campus (919, 923, 924). Submitted					

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Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		program?			capital request for renovation for the labs $150X5000 Sqt = $750,000. Feras and Aruna to continue discussion in regard what furniture needed for labs (tables, chairs, etc). The cost of furniture is included in the renovation capital request. Further meetings will be scheduled once the capital projects are approved.		Jan 12, 2018- Meeting with Jerry Guspie and Aruna Rani. Jan 25, 2018- Feras and Aruna did a tour for the DTN campus to check options for labs			
		3. Are computer labs required? If yes, identify usage, number of students, and which existing computer labs you plan to use?	X							
		4. Is there adequate space for faculty/staff?		X						
		5. Is there an impact on program implementation if new facilities requirements cannot be met? If yes, please explain.	X							
		6. Are there any additional concerns or issues with the space requirements?		X						
		7. Will there be any scheduled activity on the weekends or after 7 pm on weekdays?	X							
		8. Will the classroom/labs require any special equipment?	X							
		9. Will there be a need for a large room for exams or other activities?[1A]		X						
		10. Will there be a need for breakout rooms?		X						
		11. Has a capital request been prepared or submitted? Identify projected funding needs for Years 1, 2, 3	X							
Finance[2]	Margaret Otto Ext. 7301 Andre Duinkerke Ext. 7124	1. Has Finance prepared a Costing Summary?	X		Submitted capital request to finance as follows: Renovation: $150 X 5000 sqft= $750,000. Equipment (computers): $3000 X40= $120,000.	Feras Ghesen, Andre Duinkerke.	Dec 12, 2017- Brett sent email to Andre to provide costing for	$870,000		
		2. Has a comparative analysis been done regarding tuition and fees at other institutions?	X							
		3. Has the costing of capital needs been done	X							

2

Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		to include IT, Facilities, special equipment and furniture			Andrew provided costing for the program. Further meeting and discussion required to finalize the cost of the program.		the new program. Dec 12, 2017- received costing from Andre. Jan 8th, 2018- email sent to Jamie for feedback			
		4. Have all Salary & Operating costs being included in the financial budget? Identify projected funding needs for Years 1,2,3	X							
Human Resources[3]	Department HR Advisor	1. Is additional faculty needed? If yes, when are they starting?	X		1. Need to create new department.	Brett Griffiths, Feras Ghesen	Jan 8th, 2018- email sent to HR for feedback.	$417 304		
		2. Is additional program support staff (program assistant, department assistant etc.) required?	X		2. Need to hire new department head					
		3. Is lab support staff (lab demonstrator, assistant etc.) required?	X		3. Need to hire new program assistant					
		4. Are there any additional concerns or issues relating to human resources e.g. legal, Collective Agreement?		X	4. New to develop new workload profile					
		5. Will a new Workload Profile need to be developed?	X		5. New to develop new area hiring criteria					
		6. Will there need to be a new Department created?	X							
		7. Will there be a need to develop new Area	X							

3

Area	Contact	Questions	Yes	No	Action Plan Provide detailed explanations that include what needs to be done and when.	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		hiring criteria?								
		8. Has additional FTE (faculty & staff) been added to the Salary Budget? Identify projected FTE for Years 1,2,3	X							
Information Technology (IT)[4]	Elmer Wansink Ext. 7529	1. Will special IT support be required?[2A]	X		Had few meetings with Elmer Wansink. Discussed program requirement, support from IT and feedback on the curriculum. VCC-IT can support the program. Needs two labs with 20 new computers in each lab. May require hiring an extra IT support for this program. Discussion to continue. Cost: 40 computers at $3000 each $120,000	Brett Griffiths, Feras Ghesen	Jan 8th, 2018- sent email to Elmer. Jan 18th, 2018- meeting (Emler, Feras and Brett).	$120,000		
		2. Or, will normal Helpdesk operating hours be sufficient?[4A] See the Appendix for Normal Operating hours.	X							
		3. Is any new software required?[4B]	X							
		4. Are any new software licences required?[4B]	X							
		5. Is any new hardware required? (i.e., tablets, projectors, desktops, mobile devices, Apple computers, printers)[4C]	X							
		6. Can the new hardware or software be supported by VCC's current requirements and/or standard desktop settings?[4C]	X							
		7. Has a capital request been prepared or submitted for IT costs >$5,000? For expenses <$5,000 have costs been added to the Operating Budget? Identify projected funding needs for Years 1,2,3	X							
Institutional Research (IR)	Brian Beacham Ext. 7011	1. Are the codes for government reporting of FTE established?		X	Ongoing discussion with the institutional research team. We required future surveys or research to continue develop the program or	Brett Griffiths, Feras Ghesen	Jan 8th, 2018- email sent to Brian.			
		2. Are any surveys or research needed to support the launch of the program?		X						

Area	Contact	Questions	Yes	No	Action Plan Provide detailed explanations that include what needs to be done and when.	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		3. Will there be an ongoing need for program/course evaluation support?	X		launch specializations within the program to meet the job market.					
Marketing and Communications	Matt Capper Ext. 7080	1. Has a recruitment plan been developed in coordination with your recruiter?		X	The first cohort of the program will be primary international students. We are working with the international team to develop a marketing strategy to fill the program.	Feras Ghesen	Jan 8th, 2018- email sent to Karen. Jan 29, 2018- received feedback from Karen and Matt.			
		2. Has a marketing plan been developed in coordination with your Marketing and Communications Officer?		X						
		3. Are there any existing marketing materials that will need updating?		X						
		4. If you need marketing support, has this been included in the budget for the program? Identify projected funding needs for Years 1,2,3		X						
Safety and Security	Surinder Aulakh Ext. 8645	1. Will the program be offered during regular College hours (Mon-Fri, 8-4)	X		Ongoing discussion with Safety and Security.	Feras Ghesen	Jan 8th, 2018- email sent to Surinder			
		2. Will special access or additional staffing be required?		X						
		3. Will any chemicals/materials be used that require approval?		X						
		4. Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?		X						
		5. If specialized labs are needed, has a risk assessment been done? (This will need to be done)		X						
ACADEMIC SERVICE AREAS										

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Area	Contact	Questions	Yes	No	Action Plan Provide detailed explanations that include what needs to be done and when.	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
Advising[5]	Wendy LaFrance Ext. 7193	1. Are the program admission requirements clear to Advising?	X		Advising send feedback on the admissions requirement for international and domestic students. We have updated the admission requirement to include Math, Physics and raised IELTS to 6.0	Feras Ghesen	Jan 8th, 2018- email sent to Jane. Received feedback on Jan 17.			
		2. Have alternatives to the admission requirements been identified?	X							
Assessment Centre[6]	Rachel Warick Ext. 7095	1. Are the standard VCC English assessment tests acceptable to meet English admission requirements for your program –for both EAL and native English speakers?	X		Discussion is in progress. Issues to address: 1. When to consider the EAL support for international? 2. Will this be a blended of ESL/non-ESL and how are the entrance requirements being addressed across different demographics? 3. Potential of recruiting 30+ populations?	Feras Ghesen	Jan 8th, 2018- email sent to Rachel. Received feedback on Jan 17 from the assessment center			
		2. Are the standard VCC Math assessment tests acceptable to meet Math admission requirements for your program?	X							
		3. Are there any specific assessment tests, that support your program, that the Assessment Centre could administer on your behalf? (soft skills, skill specific entrance tests, etc)		X						
		4. Are there any PLAR challenge exams that the Assessment Centre could administer on your behalf?		X						
Centre for Instructional Development	Instructional Associates	1. Are the program learning outcomes aligned with teaching practice, assessments, and any institutional learning outcomes?	X		Ongoing discussion. There is a potential to deliver courses online but in the first year of the program.	Feras Ghesen	Jan 8th, 2018- email sent to Shirley Lew			
		2. Are there online or mixed mode courses that need Moodle development support?	X							

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Area	Contact	Questions	Yes	No	Action Plan Provide detailed explanations that include what needs to be done and when.	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		3. Are there new educational technologies being introduced that require support for faculty or students?		X						
Counselling	Nona Coles Ext. 8447	1. Are there any counselling needs beyond what is currently offered at VCC?		X	Ongoing discussion.	Feras Ghesen	Jan 8th, 2018- email sent to Shirley Lew			
		2. Are you recruiting high school students or other specialized groups that may include minors? If yes, how are you supporting them?	X							
		3. Are you recruiting marginalized or barriered student groups? (e.g. students with a diagnosed mental health issue, students in transition, etc.) If yes, how are you supporting them?	X							
		4. Are you recruiting international students? If yes, how are you supporting them?	X							
Disability Services	Ron Kee Ext. 8445	1. What level of support, if any, is needed for students with disabilities?			Feedback from Ron "My only comment was to make sure that info is accessible for those who may be sight or hearing impaired (adaptable to other formats- effectively and with no or little cost- universal design). Students in this program will receive available support from the disability services department.	Feras Ghesen	Jan 8th, 2018- email sent to Ron. Jan 24, 2018 received feedback from Ron.			
		2. Are the teaching faculty familiar with the process for providing disability supports for students?	X							
		3. Are the selected program materials and activities able to be adapted to meet accommodation needs? (Consult with Disability Services to learn more about what to consider when choosing materials/activities)								

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Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
Financial Aid	Murray MacGregor Ext. 7048	1. Will students be eligible for student aid?	X		Received feedback from Murray on Jan 8th. The program will be eligible for financial aid. "The student loan funding is based on length and if the tuition is on the higher side the longer the term the better".	Feras Ghesen.	Jan 8th, 2018. Email sent to Murray for feedback.			
Indigenous Education and Community Engagement (IECE)[7]	Tami Pierce Ext. 7288	1. Have you embedded Indigenous knowledge/ways of being, relative to this program, in the curriculum?			Ongoing discussion.	Brett Griffiths, Feras Ghesen	Jan 8th, 2018- email sent to Tami			
		2. Have you included Indigenous resources, i.e. Indigenous texts in reading list, Indigenous organization web links etc.?								
		3. Will you engage Indigenous experts to facilitate the Indigenous component?	X							
		4. Have you considered alternative assessment/evaluation models that closely align with Indigenous learning styles?	X							
International Education	Jennifer Gossen Ext. 8766	1. Is the program open to international students, or primarily international?	X		International team suggested to change ILTES requirement from 5.0 to 6.0 no band less than 6.0. We added Math 12 and pre-calculus 12 to the requirement as well. The practicum option has yet to be finalized.	Feras Ghesen	Jan 8th, 2018- email sent to Jennifer Gossen. Received feedback on Jan 25th			
		2. Do the English proficiency requirements make sense for international students?	X							
		3. Is the program designed so that international students will be eligible for student visas?	X							
		4. Is there a practicum and if so, what is the								

Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		duration?								
Learning Centre	Emily Simpson Ext. 7218	1. Do you expect students in this program to be high users of tutoring support?	X			Feras Ghesen	Jan 8th, 2018- email sent to Shirley Lew no response by January 30th.			
		2. Are there new content areas the Learning Centre does not currently provide where tutoring would be useful to improving student success?	X							
		3. Is there a high percentage of international students or non-native English speakers in this program who will require support in English and socio-cultural competencies?	X							
Library	Todd Rowlatt Ext. 7319	1. Does the Library have the appropriate and sufficient resources to support the program assignments?	X		Ongoing discussion. courses list submitted to Todd.	Feras Ghesen	Jan 8th- Email sent to Todd Rowlett. Feedback received, ongoing discussion.			
		2. Are new materials or any subscription databases needed to provide students with the information they need?	X							
		3. Are learning outcomes about research and information literacy built into the curriculum? How can the library support these outcomes?		X						
		4. Do you plan on using e-textbooks or open educational resources?	X							
		5. Have funds being available to support additional library resources? Identify projected funding needs for Years 1,2,3	X							

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Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
Registrar's Office[8]	Denis Seremba Ext. 7109 Les Apouchtine Ext. 7207	1. Does the program meet the requirements of the Granting of Credentials (C.1.3) policy and procedures?	X		Ongoing discussion.	Brett Griffiths, Feras Ghesen	Jan 8th, 2018- email sent to RO office no response received by January 30th.			
		2. Do the courses meet the requirements of the Assignment of Credits to Courses (C.1.4) policy and procedures?	X							
		3. Does this program meet the requirements of the PLAR (D.3.5) policy and procedures?	X							
		4. Are there transfer agreements or equivalencies that must be established in the RO?		X						
		5. Have course numbers been assigned by the RO?		X						
		6. Does the program meet the requirements of the Admissions (D.3.6) policy and procedures, and potentially the Flexible Admissions (D.3.6.1) policy and procedures?	X							
		7. Are the admissions requirements clear and does the RO feel like they can implement them?	X							
VP Academic Office	Pervin Fahim Ext. 7006 Nicole Degagne Ext. 8592	1. Are there special professional fees or accreditation costs required for the program? If yes, has this cost being built into the Operating Budget? Identify projected funding needs for Years 1,2,3	X		Accreditation costs will need to be built into program costing for CIPS accreditation.	Brett Griffiths	Ongoing discussion			
		2. Does this program require Curriculum Development funds? If yes, has a CD		X						

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Area	Contact	Questions	Yes	No	Action Plan **Provide detailed explanations that include what needs to be done and when.**	Who is following up?	Who have you spoken with and when?	Projected funding needs[9]		
								Year 1	Year 2	Year 3
		funding proposal being submitted? Identify projected funding needs for Years 1,2,3								

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DECISION NOTE

PREPARED FOR:

Board of Governors

DATE:

June 27, 2018

ISSUE:

RECOMMENDATION FOR APPROVAL:
Revisions to A.1.2 Student Appeal to Board of Governors

BACKGROUND:

This policy governs final appeals by students to the Board of Governors on the decision by the College President to suspend a student from the institution. The right to appeal to the Board is established in the *College and Institute Act* Section 37(2) that states:

> "(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of reasons; (4) A person suspended under this section has the right of appeal to the board."

The policy was last reviewed in 1999.

DISCUSSION:

This policy had not been reviewed in nearly 20 years and needed numerous updates to clarify procedures. Both the Educational Policy Committee and the Appeals Oversight Committee (both Standing Committees of Education Council) reviewed the revisions, as did the College's Human Resources Labour & Employment Counsel Christie Macdonald, Dean of Student Appeal Development Jane Shin, and Arbiter of Student Issues Tanny Marks.

The Governance Committee reviewed the draft revisions on Jan 17, 2018 and provided recommendations to the Appeals Oversight Committee. An outstanding legal opinion was circulated to the Governance Committee on Feb 5, 2018 and the EdCo standing committees proceeded with the review.

Most of the changes were to ensure principles of procedural fairness were appropriately defined in the policy principles and procedures. Dr. Shin and Ms. Macdonald were asked for specific recommendations on two points:

1) What accommodations are the College required to provide to students during an appeal hearing (see Section 11(d) of the Procedures)? Dr. Shin advised that there is a clear duty to reasonably accommodate in regards to any disability (such as the need for a sign language interpreter), but there is not the same requirement in regards to other accommodations, such as language interpretation.

2) What is the Board's authority in regards to the disposition of the appeal, and can it substitute a judgment in place of the President's decision to suspend a student from the College. Ms. Macdonald advised that the College and Institute is very clear that the Board is the venue to appeal the decision of the President. She found no cases interpreting s.37 of the Act or that touch upon the scope of the Board's authority to review a student suspension. Therefore, her advice was that the Act does not prevent the Board from a variety of decisions: confirm the decision to suspend, reversing or varying a decision, substituting its own decision, or remitting the matter back to the President for reconsideration. Ms. Marks reviewed other post-secondary institutions policy and found no consistent approach. The decision was made to limit the scope of the Hearing Committee to rulings of "founded" or "unfounded", with "founded" decisions remitted back to the President for reconsideration.

This policy has gone out for community feedback and has been reviewed by the Education Policy Committee and Education Council. On June 20, 2018 Governance Committee approved the revisions for recommendation to the Board.

RECOMMENDATION:

THAT, on the recommendation of Education Council and the Governance Committee, the Board of Governors approve the revised A.1.2 Student Appeal to Board of Governors Policy and Procedures.

ATTACHMENTS: APPENDIX A - A.1.2 Student Appeal to Board of Governors Policy
                     APPENDIX B - A.1.2 Student Appeal to Board of Governors Procedures

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: May 22, 2018

VANCOUVER
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APPENDIX A

POLICY

Policy No.	**A.1.2**
Title	**Student Appeal to Board of Governors**
Approval Body	Education Council, Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that "(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of reasons; (4) A person suspended under this section has the right of appeal to the board."

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors will provide a tribunal to serve as a final avenue of appeal for decisions to suspend.

3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility

for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. Students are encouraged to seek advice about this policy and procedures from the College Arbiter of Student Issues; and/or from the Students' Union of Vancouver Community College (SUVCC) Student Advocate.

6. The appeal process requires the collection, use and disclosure of potentially sensitive personal and educational information. All College members are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Board Appeal Committee (Hearing Committee): The body of four (4) members that hears appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Committee. Three members will be drawn from Board membership; one of the three members must be a student.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that the alleged violation is "more likely than not" to have occurred based on the evidence.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action be communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Representation or advocacy.

Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Dean of Student Development Office, separate from the Student's educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time.

RELATED LEGISLATION & POLICIES

Legislation:
College and Institute Act, Section 37

<u>Policies:</u>

A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.9   Records Management
C.1.2   Appeal of Final Grade
D.4.1   Students with Disabilities
D.4.2   Student Grievance
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct

RELATED PROCEDURES

Refer to A.1.2 Student Appeal to Board of Governors Procedures.

APPENDIX B

PROCEDURES

Policy No.	**A.1.2**
Title	**Student Appeal to Board of Governors**
Approval Body	Education Council, Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

Request for Appeal

1. Grounds for appeal are limited to the following:

   a. the decision to suspend lacked procedural fairness;
   b. there is relevant new information that was not available when the decision to suspend was made and that may have influenced the outcome.

2. It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.

3. The Student must both obtain and submit a "Request for an Appeal to Board of Governors" form, along with all supporting documentation, from and to the Executive Assistant of the Board (Board EA).

   a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend.
   b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case.
   c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

Student and President Submissions

4. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.

   a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student's request.
   b. The President's submission will contain the following information:
      i. Response to the Student's detailed reasons for appeal;
      ii. Witnesses to be called, with summary of evidence to be presented;

        iii. Any documentation in support of the President's decision to suspend; and

        iv. Spokesperson and/or representative, if any, of the President.

    c. In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

5. Upon receipt of the President's submission, the Board EA will, within two (2) business days, send a copy of the President's submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

Striking the Hearing Committee

6. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

    a. Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.

    b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

7. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether to accept the appeal request or reject it based on insufficient grounds.

    a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision regarding the holding of a Hearing and the reasons for that decision within three (3) business days of the meeting.

    b. If the appeal request is accepted, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

Appeal Hearing

8. All Hearings will be recorded.

9. The Hearing will be attended by:

    a. Members of the Hearing Committee;

    b. The Student;

    c. The President;

    d. Witnesses;

    e. The Arbiter of Student Issues (observer only); and

    f. Other persons as indicated below.

10. The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).

11. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

a. The Student may have representation during the Appeal Hearing, such as the SUVCC Student Advocate. Students must identify the name and title of their representative in the "Request for an Appeal to the Board of Governors" form. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

b. The President may have representation during the Appeal Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

c. The Student may also have a support person present. The support person may not speak to the Tribunal.

d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

12. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the Student's perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

13. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

14. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Decision

15. Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

16. The decision:

a. is based on the burden of proof of "balance of probabilities,"
b. is made by majority vote.

17. The Hearing Committee will rule that the appeal is "founded" or "unfounded." If the appeal is "founded," the Committee will remit the matter back to the President for reconsideration. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18. The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Dean of Student Development will also be sent the written decision and rationale.

19. The Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

Hearing Records, Recordings and Files

20. Audio and/or written records will be maintained in the Student Conduct File.

21. Files will be maintained for a minimum of one (1) year after the Hearing date.

22. These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal to Board of Governors Policy.

DECISION NOTE

DATE: June 27, 2018

PREPARED FOR: VCC Board of Governors

ISSUE: **FOR REVIEW AND APPROVAL:**
                     A.3.9 Records Management - Policy & Procedures

BACKGROUND:

The purpose of this revised policy and procedures is to ensure the systematic management of records and adherence to the legislative, financial, and legal obligations of the College. This policy and related procedures were posted for community feedback from March 26 to April 15, 2018, and have been reviewed extensively by the Administrative Policy Committee. The revised policy and procedures were presented to Operations Council on April 23, 2018.

DISCUSSION:

Upon first review, the Administrative Policy Committee discussed the importance of clarity around definitions surrounding records. These will be defined in greater detail in the Records Retention Schedule, which will be updated regularly and made available to all College employees on myVCC. In addition to the digital resources, the coordinator is currently running regular records management training sessions for all College employees. There was also a suggestion to include a link to the Records Retention Schedule in the policy, as not all employees regularly engage with myVCC. There was some discussion on how to manage electronic records, which will be discussed in detail at a later time.

The committee did not receive any feedback from the college community related to this policy, but did make some minor changes in a subsequent review, including:

- Removal of the reference to the B.C. Personal Information Protection Act
- Inclusion of "supervisors" to capture all parties responsible for overseeing records management

There were no questions or concerns presented by members of Operations Council upon final review.

On June 20, 2018 Governance Committee approved the revisions for recommendation to the Board.

RECOMMENDATION:

THAT the Governance Committee recommend the Board of Governors approve the revised A.3.9 Records Management policy and procedures.

ATTACHMENTS: APPENDIX A – A.3.9 Records Management POLICY
                     APPENDIX B – A.3.9 Records Management PROCEDURES

PREPARED BY: Erin Lenz, Chair, Administrative Policy Committee

VANCOUVER COMMUNITY COLLEGE

APPENDIX A

POLICY

Policy No.	**A.3.9**
Title	**Records Management**
Approval Body	Board of Governors
Policy Sponsor	Vice President Administration & CFO
Last Revised/Replaces	November 2006
Effective Date	

CONTEXT AND PURPOSE

The purpose of this policy is to ensure that Vancouver Community College (VCC; the College) meets it legislative, financial, and legal obligations as a public institution to manage its records and information in a systematic and consistent manner.

VCC is committed to the stewardship of VCC records that have enduring historical or other value that warrant continued preservation, including making records available in public programming activities and for research.

SCOPE AND LIMITS

This policy applies to all records created by and/or maintained by the College regardless of format or media.

This policy does not apply to:

    a. published or copyrightable materials as defined in collective agreements

    b. published or copyrightable materials produced in support of College business functions by non-teaching employees.

STATEMENT OF POLICY PRINCIPLES

1. Each employee is responsible for managing College records in a responsible and professional manner.

2. The Dean of the Library is the final authority for approval of all retention and disposition schedules.

3. Unit managers (College Executive, Deans, Directors, Department Heads, Supervisors and Program Coordinators), and other managers are named as Officers with Primary Responsibility (OPRs) for all College records. They have the accountability and responsibility to ensure that records management procedures are implemented within the units, schools, departments and programs, and to ensure compliance with the Records Retention Schedule (RRS). OPRs will define the content of records that are a function of their business unit for which they holds primary responsibility.

4. All College records have a reasonable retention period based on the legal or logical requirement for retention.

5. All College records will be trustworthy, usable over time, retained and disposed of according to approved timetables, and managed as a consistent whole, regardless of media or location, when they relate to the same subject or are part of the same business process.

6. The College, through its records management program, will ensure that employees have the resources, training, and procedures they need to create and maintain records.

7. All retention and disposal schedules that cite provincial or federal legislation as part of their retention rationale will be submitted for legal review to ensure that the schedules meet legislative requirements.

8. Records may be disposed of where, in the opinion of the Dean, such records have no archival value, or have physically deteriorated beyond the point of reasonable conservation efforts.

DEFINITIONS

Record: Information (in paper, audio, electronic, or other formats) created or received by employees and representatives of the College in the course of their work that must be retained to meet the ongoing operational, fiscal, historical and legal needs of the College. These records are the property of the College and subject to its overall control.

Transitory Records: Records that have no ongoing operational, informational, evidential or historical value and can be disposed of as soon as they are no longer needed.

Active Records: Records in constant use that need to be retained in the office close to users.

Semi-Active Records: Records that are no longer used or added to regularly but are still needed for occasional ready access.

Inactive Records: Records that have met all administrative, academic, fiscal and legal requirements and are no longer required for an activity.

Official College Records: All records created or received by College employees in the course of their duties on behalf of the College and retained to meet business, legal, financial, legislative and other needs. For the purposes of implementing this policy, the definition of official college records excludes books and other published materials and copyrighted or copyrightable materials. Official college records may be in the form of paper, non-paper-based media such as microfilm, CD-ROM and audio or video tape and electronic media such as e-mail, word processing, spreadsheet and presentation documents, digital images of paper or microfilm stored in a records and document management system, databases and websites.

Primary Record: The official copy of the record and is generally stored in a secure place in a senior administrative office area.

Secondary Record: A copy of the primary record and may be stored by departments for convenience for a period of time that meets their current access needs, but no longer.

Common Records: Records that provide evidence of administration of functions or activities that are not unique to one particular management unit. Common records often share a similar style

or format, but the content is different. In some cases, common records are copies of original records for which another unit manager holds the office of primary responsibility.

Archival Records: College records of enduring historical value or permanent value. VCC's Archival Records Policy describes the types of records included in the Archives.

Confidential Records: Records that contain information that for one or more reasons should only be disclosed to specific people or groups. Personal information (information about an identifiable individual) should be treated as confidential unless it is public information or unless there is consent for disclosure from the individual.

Vital Records: Records considered essential to the College's continuing or resuming its operations in the event of a disaster. A record is vital when it would be required to resume or continue College business, supports the College's legal or financial position or is made vital by regulation or statute.

Records Management Program: Activities such as implementing filing systems, establishing retention and disposal schedules, protecting vital records and preserving archival records. Records management policies and procedures, technologies, and other administrative controls applied to the records and information that employees use to support their business operations and processes, and that are required to protect legal interests and fulfil legislative obligations.

Records Retention Schedule: Defined, specific time periods for keeping records in the office (the active phase), for maintaining records in storage (the semi-active phase), and determining their final disposition (destruction or indefinite archival preservation). The Records Retention Schedule is an inventory of VCC records identified by each department as essential to College operations.

RELATED LEGISLATION & POLICIES

Legislation
B.C. College and Institute Act
B.C. Financial Information Act
B.C. Freedom of Information and Protection of Privacy Act
B.C. Personal Information Protection Act
Canada Income Tax Act
Canada Pension Plan Act

Policies
A.3.3   Freedom of Information and Protection of Privacy (FOIPPA)
B.5.4   Electronic Mail (Employees)
B.6.1   Archives

RELATED PROCEDURES

Refer to A.3.9 Records Management Procedures.

VANCOUVER
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APPENDIX B

PROCEDURES

Policy No.	**A.3.9**
Title	**Records Management**
Approval Body	Board of Governors
Policy Sponsor	Vice President Administration & CFO
Last Revised/Replaces	November 2006
Effective Date	

1. The Coordinator of Records Management will prepare and publish the Records Retention Schedule (RRS), in consultation with the Dean of the Library. The schedule will be in compliance with all legal and legislative requirements. The Coordinator of Records Management will review and update the RRS as needed to remain in compliance.

2. Employees will file or otherwise organize their College records in a manner that allows access and retrieval of records quickly and easily, when required. Employees will reference the college's Records Retention Schedule when filing.

3. Employees will protect the privacy of individuals by ensuring that records containing personal information are stored in a secure environment while in the office and are confidentially destroyed by shredding according to approved retention and disposal schedules.

4. Officers with Primary Responsibility will ensure compliance with privacy guidelines for the collection, storage and disposal of personal information records.

5. Employees will follow the approved retention and disposal schedules established for their department's original, official College records, and will notify their Officer with Primary Responsibility of any changes to their business processes that would require updating their department's Records retention.

6. Employees may retain duplicate or reference copies, i.e., secondary records, created and maintained by other departments for as long as needed for reference purposes, but no longer than the retention and disposal schedule established for the original, official record.

7. Departments that create or maintain vital records will establish and follow procedures to ensure that such records are protected in the event of a disaster.

8. Employees will follow procedures described in the Records Management sections on myVCC.

9. Employees who leave the College or change positions will leave all official college records for their successors, subject to approved retention and disposal schedules.

AUTHORITY

10. The Dean of the Library and the Coordinator of Records Management have the authority and responsibility to ensure that the record management program is implemented, that

practices are current, and to ensure employees have the training and documentation support to comply with the Records Management policy.

RELATED POLICIES
Refer to A.3.9 Records Management Policy.

Policies:

A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.9   Records Management
C.1.2   Appeal of Final Grade
D.4.1   Students with Disabilities
D.4.2   Student Grievance
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct

RELATED PROCEDURES

Refer to A.1.2 Student Appeal to Board of Governors Procedures.