



Vancouver Community College Board of Governors Public Meeting Agenda

June 26, 2019

5:30 p.m. VCC Downtown Campus, Room 420

Board Members

Joey Hartman (Chair/Chair, Human Resources)
 Libby Davies (Vice-Chair) BY PHONE
 Garth Manning (Chair, Governance)
 Chloe Lau (Acting Chair, Finance & Audit)
 Erin Klis
 Mahin Rashid
 Nadia Belokopitov
 Shobha Rajagopalan
 Seung Oh
 Jennifer Chen

Regrets

Mike Tourigny
 Sukhmanjot Singh

Ex-Officio

Dr. Peter Nunoda President & CEO
 Elle Ting Chair, Education Council

Board Secretary

Deborah Lucas

Staff Resources

Dr. Kathryn McNaughton	VP, Academic, Students & Research
Karen Wilson	ED, Marketing & Communications
Clodine Sartori	Acting, VP, People & Culture
Jamie Choi	Interim, VP, Finance & CFO
Ajay Patel	VP, Enterprise & International Development
Dr. Jane Shin	AVP, Student Success
Elmer Wansink	AVP, IT & Chief Information Officer
Claire Sauvé	Interim Dean, Continuing Studies
Brett Griffiths	Dean, Trades, Technology & Design
B. Beacham	Director, Institutional Research
David Wells	Dean, Arts & Sciences

Guests

VCC Faculty Association (VCCFA)	Taryn Thomson or alternate
CUPE Local 4627	Chris Joyce or alternate
Student Union of VCC (SUVCC)	Valerie Skalicky or alternate

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER & OPENING REMARKS		J. Hartman P. Nunoda	5 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA					
	Recommended Resolution: <i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision	J. Hartman	2 min		
	2.1 Minutes – May 29, 2019 Board Meeting				✓	3
	2.2 2019/20 Board Meeting Schedule				✓	8
	2.3 VCC News & Events				✓	9
	2.4 VCC Foundation Director's Annual Report				✓	11
	2.5 Student Improvement Experience Project Info Note				✓	13
3.	ACTION TRACKER – ITEMS FROM MAY 29, 2019	Info	J. Hartman	2 min	✓	14

4. CONSTITUENCY GROUP REPORTS						
4.1	CUPE Local 4627	Info	Constituency	5 min		
4.2	VCCFA		Reps	each	✓	15
4.3	SUVCC					
5. BOARD COMMITTEE REPORTS						
5.1	Governance Committee	Info	G. Manning	5 min	--	--
5.2	Human Resources Committee	Info	J. Hartman	each	--	--
5.3	Finance and Audit Committee	Info	C. Lau		--	--
6. 2018/19 INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT						
6.		Decision	P. Nunoda/ B. Beacham	10 min	✓	18
7. PROGRAMS, TUITIONS AND FEES						
7.1	New Program: Gladue Report Writing Certificate			10 min		
7.1.1.	Credential	Decision	E. Ting		✓	69
7.1.2.	Tuition	Decision	C. Lau/C. Sauvé		✓	75
7.2	New mandatory domestic fee: Electude ebook AST Programs	Decision	C. Lau/B. Griffiths	5 min	✓	78
7.3	New mandatory international fee: Electude ebook AST Programs	Info	B. Griffiths	2 min	✓	82
8. POLICIES						
8.1	Revised - D .1.4 Curriculum/Educational /Institutional Materials Created within the College	Decision	E. Ting/ G. Manning	5 min	✓	85
9. EDUCATION COUNCIL						
9.1	2020/21 Academic Schedule	Decision	E. Ting	5 min	✓	97
10. PRESENTATION						
	Indigenous Education and Community Engagement Department Update	Info	J. Shin	10 min	--	--
11. OTHER BUSINESS						
11.1	Board of Governors correspondence	Info	J. Hartman	5 min	--	--
12. NEXT MEETING & ADJOURNMENT						
	Next meeting: Sep 25, 2019	Info	J. Hartman	1 min	--	--



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS
DRAFT PUBLIC MEETING MINUTES

May 29, 2019

5:30 p.m. VCC Downtown Campus, Room 420

ATTENDANCE

Board Members

Joey Hartman (Chair/Chair, Human Resources)
 Mike Tourigny (Chair, Finance & Audit)
 Garth Manning (Chair, Governance)
 Chloe Lau
 Erin Klis
 Rene-John Nicolas
 Mahin Rashid
 Nadia Belokopitov
 Shobha Rajagopalan
 Seung Oh
 Jennifer Chen
 Sukmanjot Singh

Ex-Officio

Dr. Peter Nunoda	President & CEO
Elle Ting	Chair, Education Council

Board Secretary

Deborah Lucas

Staff Resources

Dr. Kathryn McNaughton	VP, Academic, Students & Research
Karen Wilson	ED, Marketing & Communications
Clodine Sartori	Acting, VP, People & Culture
Jamie Choi	Interim, VP, Finance & CFO

Guests

VCC Faculty Association (VCCFA)	Taryn Thomson
CUPE Local 4627	Chris Joyce
TalentMap	Norm Ballie-David

Regrets

Libby Davies (Vice Chair)

1. CALL TO ORDER & OPENING REMARKS

- The Chair called the meeting to order at 5:36p.m.

CHAIR'S REMARKS:

The Chair:

- Welcomed new board member student representative, Sukhmanjot Singh. Sukhman was elected by his peers at the by-election in March.
- Welcomed VP, Enterprise and International Development, Ajay Patel, new Associate VP, Student Success, Jane Shin and Elmer Wansink, Associate VP, IT and Chief Information Officer.
- Highlighted events:
 - April 25 – The Board met with consultants DIALOG for consultation on the Campus Master Plan.
 - May 4-7 – The Board sent 3 representatives to the College and Institutes Canada annual conference in Niagara Falls. The topic was Inclusion.
 - May 23 – The Ministry held an event for newly appointed members: Governing in the Public Interest: Foundational Training for New Public Sector Board Members.
 - May 31 – Upcoming Student Awards at Broadway. The awards celebrate the outstanding achievements of students in their studies and in the community. There will be Board representation at the afternoon ceremony.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

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

2.1 Minutes – April 10, 2019 Public Meeting
Amendment to 5.2 bullet 5

2.2 VCC News & Events

2.3 Supplemental VCCFA Report

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

ACTION - Brought forward from Feb 13, 2019		WHO	COMMENT
1.	Create a framework for international student experience evaluations and advise the Board.	Management	May 29, 2019: PENDING
2.	Send the Board the link to the VCC Foundation and Alumni on VCC.ca.	D. Lucas	COMPLETED

4. NEW BOARD MEMBER INTRODUCTION & OATH OF OFFICE

Sukhmanjot Singh is a student in the international Canadian Business Management Program. As his first meeting since being elected as Student Representative on Mar 6, he was sworn in by the Chair.

5. STRATEGIC INNOVATION PLAN

As part of a series of updates on the Strategic Innovation Plan, under the strategic priority “Build a culture of innovation & engagement”, Norm Ballie-David of TalentMap presented the results of the latest employee engagement pulse check which showed significant improvements in a number of key areas. The presentation was well received.

6. CONSTITUENCY GROUP UPDATES

6.1 CUPE Local 4627

- C. Joyce, CUPE Local 4627 President, presented the report and distributed a supplemental written report to be included in the next meeting package.
- Concern was expressed at the time it took to remedy ventilation issues and exposure to formaldehyde in the biology lab. C. Joyce stated that the process took 7 years. The supplemental report has full details.
- A bargaining committee has been elected. The contract expires Sept 30, 2019 and the committee wants to be prepared for negotiations with management.

6.2 Vancouver Community College Faculty Association (VCCFA)

- T. Thomson, VCCFA President, summarized the report, which was included in the meeting materials.
- The VCCFA hope to see Management’s response to developing a framework for international student satisfaction and share concerns expressed by CUPE, regarding the service levels from Indigenous Education & Engagement.
- In response to T. Thomson’s question regarding amendments to G.1.0 Board Conduct. J. Hartman commented that elected members are a voice for their constituents, but the primary function of the board is to work in the best interest of the College as a whole.
- In response to a question around board oversight of international tuition, P. Nunoda clarified that the board are responsible for domestic student fees only.

6.3 Student Union of Vancouver Community College (SUVCC)

- No representative.

6. BOARD COMMITTEE REPORTS

6.1 Governance Committee (Gov Com)

- The Governance Committee met on Apr 24, 2019.
- In response to Bill 36, that repeals Section 59(8) of the College & Institute Act, the Governance Committee reviewed VCC's policies and bylaws and will make a recommendation for amendments at this May 29 Board meeting. This section restricted the election of union executive to Boards. The change is intended to broaden options for board representation and support diverse and inclusive governance.
- In response to a request from FAC, the committee reviewed the list of polices where FAC and the Board are review/approval bodies and are recommending amendments at the meeting. Policies where Governance and Human Resources Committee are review bodies is in progress.
- The 2019 Board Evaluation survey has been undertaken. It was deployed by the IR department and the results will be reviewed by Governance Committee at their next meeting scheduled for Jun 17, 2019.

6.2 Human Resources Committee (HRC)

- HRC met on Apr 30 and May 10, 2019.
- The draft Executive Compensation Statement for 2018/19 for submission to Post Secondary Employers Council (PSEC) was approved. The statement discloses all compensation accrued and paid to the President & CEO and the next four highest ranking/paid executives with an annualized base salary of \$125,000 or greater during the fiscal year. Awaiting final approval from PSEC and instruction on the date for it to be posted publicly.
- Stakeholder interviews for President's Performance Evaluation have been completed. HRC will be presenting the results to the Board.
- Next meeting is scheduled for June. Date to be confirmed

6.3 Finance & Audit Committee (FAC)

- The Finance and Audit Committee met on May 15, 2019.
- The Committee reviewed the Financial Performance (Management, Discussion & Analysis) Report for the period end March 31, 2019.
- FAC approved the 2018/19 Audited Financial Statements and the Office of the Auditor General (OAG) presented the 2018/19 Audit Report.

8. FINANCIAL REPORTING

8.1 Financial Performance - Management, Discussion & Analysis (MD&A) – Period End Mar 31, 2019

- Total revenue for the period is \$3.4M above budget. Net surplus for the year is \$1.6M
- Contract training and Continuing Studies revenue is above budget and the trend of increased international enrolment continues, as international students are backfilling programs that are experiencing low domestic enrolment.

8.2 2018/19 Audited Financial Statements

- For the fourth year, the team of auditors from the Office of the Auditor General presented the 2018/19 audited financial statements and audit report.

- The statements are prepared in accordance with Canadian Public Sector Accounting Standards, as directed under Section 23.1 of the Budget Transparency and Accountability Act.
- The audit report stated that the 2018/19 audited financial statements satisfy the audit requirement under the College & Institute Act.
- FAC's questions were answered satisfactorily and they are recommending the approval of the 2018/19 Audited Financial Statements.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2018/19 Financial Statements.

Moved, Seconded & CARRIED (Unanimously)

9. POLICIES AND BYLAWS

9.1 Revisions to Policy Review & Approval Bodies

- On April 3, 2019, the Finance & Audit Committee (FAC) sought advice from the Governance Committee with concerns on their expertise and value added in reviewing and recommending new/amended college policies for approval by the Board.
- In response, at a meeting on Apr 24, 2019, Governance Committee reviewed policies where FAC is a review body and the Board an approver, and presented recommended amendments to the Board at the meeting.

MOTION: THAT on the recommendation of the Governance Committee, the Board approve the amendments to policy review and approval bodies, as presented at the meeting.

Moved, Seconded & CARRIED (Unanimously)

9.2 G.1.0 Board Conduct Bylaw

- Following the Miscellaneous Statutes Amendment Act (No.3), 2018, which repealed section 59(8) of the College and Institute Act. The Ministry advised colleges to review existing bylaws and make amendments where necessary.
- Governance Committee reviewed VCC's policies and bylaws, including the Election Rules and presented recommended amendments which opened the eligibility to sit on the Board to VCC employees who are also voting members of the executive body of, or an officer of, an instructional, administrative or other staff association of the VCC.

MOTION: THAT on the recommendation of the Governance Committee, the Board of Governors approve the amended G.1.0 Board Conduct Bylaw, as presented at the meeting.

Moved, Seconded & CARRIED (Unanimously)

9.3 D.3.7 Tuition and Fees Policy and Rescind D.3.2 Fee Deferral & C.2.2 Eligibility for Domestic Fees

- M. Tourigny summarized the Decision Note and responded to questions.
- D.3.7 is ten years old and has been revised to update information, reflect current practices and there are aspects such as international student fees that were not adequately addressed.
- Finance and Audit Committee approved the revisions to D.3.7 Tuition and Fees and the recommendation to rescind D.3.2 Fee Deferral. As the revised policy incorporates C.2.2 Eligibility for Domestic Fees, the Board will make the recommendation to rescind this policy, currently under the purview of the President.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve rescinding policy D.3.2 Fee Deferral and revisions to policy D.3.7 Tuition and Fees and;

THAT, the Board of Governors recommend the President rescinds policy C.2.2 Eligibility for Domestic Fees.

Moved, Seconded & CARRIED (Unanimously)

- J. Hartman commented that all Post-secondary Institutions have been asked by Minister Mark to provide a letter confirming that VCC has processes in place to prevent money laundering.
- Management have confirmed with the Chair that processes are in place.

10. EDUCATIONAL COUNCIL REPORT (EdCo)

- E. Ting provided highlights of the EdCo report included in the meeting materials: which included:
- The introduction of the Provisional Approval of New Programs Ad Hoc Committee, which will be piloted this year and has been designed as an optional opportunity for new or significantly revised programs to consult committee members about adjustments to new curricula.
- In response to the results of the Quality Assurance Process Audit (QAPA) undertaken in 2018-2019. The Quality Assurance Committee (QAC), has been tasked to oversee the action plan. As recommended QAC has amended their terms of reference to focus more on program renewals.
- E. Ting thanked outgoing EdCo member Mr. Ilyes Belhacene, the Broadway/Annacis Island student representative. The next election to fill vacancies on EdCo.

11. OTHER BUSINESS

11.1 Governing in the Public Interest Event

- M. Rashid, S. Oh and S. Rajagopalan attended this Ministry organized event for newly appointed members. Each attended a variety of sessions including; roles & responsibilities, evaluating the CEO and risk management. There was value interacting with other institutes board members, more opportunities would have been beneficial. Good training for new board members and individuals who have never sat on a Board.

11.2 Colleges & Institutes Canada (CiCan) 2019 Conference

- The annual CiCan conference took place on May 4-7. The theme was Inclusion. G. Manning, E. Ting and N. Belokopitov attended. Takeaways included the uncertainty around future funding and student wellness.

12. NEXT MEETING & ADJOURNMENT

- The next Board of Governors Public Board meeting will be held on June 26, 2019.
- There being no further business, the meeting adjourned at 7:00 p.m.

APPROVED AT THE JUNE 26, 2019 PUBLIC BOARD MEETING

Joey Hartman
Chair, VCC Board of Governors



DECISION NOTE

PREPARED FOR: Board of Governors In Camera Meeting

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2019/20 Board of Governors Meeting Schedule

The 2019/20 Board of Governors meeting schedule is being presented for review and approval.

Please note the following:

- The schedule meets the requirements of the College and Institute Act.
- The dates align with Ministry of Advanced Education, Skills and Training 2019/20 reporting deadlines.
- The dates were circulated in advance to the Board on May 28, 2019.
- Upon approval, the public meeting dates will be posted on VCC.ca for general information.
- Standing Committee dates are in the process of being reviewed by the committees.

Location: VCC Downtown Campus 250 West Pender Street Vancouver V6B 1S9	Time: 4:30-5:30 p.m In Camera Meeting (Room 419) <i>(Board members only)</i> 5:30-7:30 p.m Public Meeting (Room 420)
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2019

Sep 25

Nov 27

2020

Feb 19

Mar 25

May 27

Jun 24

RECOMMENDATION:

THAT the Board of Governors approve the 2019/20 Board meeting schedule, as presented on June 26, 2019.

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

DATE: June 20, 2019



VCC NEWS AND EVENTS

June 2019

- VCC launches new Computer System Technology (CST) program. Students this September will also be the first to study in VCC's new, state-of-the-art computer labs featuring a street-level entrance, plenty of natural light, and cutting-edge equipment. Taught by industry professionals, the two-year, full-time CST program will offer students hands-on instruction in software solutions, mobile apps, and website development, while introducing the latest concepts in enterprise systems, cloud computing, machine learning (AI), and security.
- A group of VCC volunteers took on the task of cleaning up the streets around Broadway, Great Northern Way between Keith and Glen, and around China Creek Park on June 20. The participants were provided with cleanup equipment, snacks and drinks to keep the fun times going.
- On June 1st, Deaf Deaf World was held at VCC's Broadway campus. The event space was transformed into a mini medieval world where fortune tellers, farmers, blacksmiths and more communicated using American Sign Language.
- Following career-topping performances at the WorldSkills Team Canada qualifying event last month in Halifax, two Vancouver Community College (VCC) students have earned spots on the team heading to [WorldSkills Kazan 2019](#) in Russia. VCC [culinary arts](#) apprentice Leah Patitucci and VCC [baking and pastry arts](#) apprentice Clarissa Roque have worked incredibly hard for this opportunity. Both bring years of past competition experience, including standout performances at Skills Canada 2018, which qualified them to try out for the national team. Both women also benefit from quality industry experience and significant extra-curricular training and practice with VCC chefs.

VCC Government Relations

- VCC President & CEO and members of the leadership team joined George Chow, Minister of State for Trade and Anne Kang, Parliamentary Secretary for Seniors on June 17 at the Korean Consulate for lunch to discuss future partnerships.
- VCC President & CEO met with the Mayor Stewart's office to introduce the new mayor to VCC and discuss the Campus Master Plan and the Strategic Innovation Plan on June 14.
- Minister Mark of Advanced Education, Skills and Training and Minister of State for Trade, George Chow announced \$3 million in ITA Equipment Funding for the province at JJ's on June 6 (VCC will receive \$130,000). The announcement was hosted at JJ's, and included speakers Minister Mark, VCC President and CEO Dr. Peter Nunoda, VCC culinary arts department head Chef Collin Gill, and VCC culinary student, Jefferson Bueno.

VCC News, highlights

- [Healing history: Enhancing Indigenous health care at VCC](#) – (VCC News, June 19) As a child, Lawrence (Larry) Becker spent a lot of time in hospital. Even though he suffered from a rare metabolic disorder, he has only positive things to say about the care he received. It was this experience that motivated him to start a career as a medical office assistant. “I want to give back what was given to me,” he says.
- [Vancouver Community College promotes mlearning as an alternative for students hoping to learn English](#) – (The Georgia Straight, May 16th) For more than 50 years, Vancouver Community College has been a leader in helping immigrants establish careers in Canada. During the past school year, it has taken another step in that direction by offering the delivery of educational programs via cellular phone. Also known as “mlearning”, a two-year pilot program began in November in partnership with Immigration, Refugees and Citizenship Canada as an alternative to traditional classroom education.
- [All this Burnaby refugee wanted was an education. He got that and more](#) – Vancouver Courier (May 25) All Aboozar Ahmadi wanted was a university education... I remember the first day I arrived in Vancouver, the day after I went to Vancouver Community College to inquire about their registration requirements and took an English assessment test.

Upcoming Events:

- Chef’s table, tix still available until July 17, Tuesday – Thursday, 6:30 – 8:30 p.m.
- Convocation, June 27
- Graphic Design grad show, July 5

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

DATE: June 19, 2019



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors

TOPIC: VCC Foundation Director's Annual Update

DATE: June 19, 2019

SUMMARY:

VCC Foundation chooses to undergo an audit every year. KPMG will be on site next week to review our financial statements, etc. We will send the VCC BOG a copy of our Impact Report upon completion of the audit. In the meantime, here's a short, unaudited summary of our year-end results for fiscal 2018-19. VCC Foundation:

- holds \$13,695,542 in investments
- raised \$526,382 in new donations: 32% awards; 50% project funding; 17% new endowments
- distributed \$279,000 in student awards and scholarships
- provided Financial Aid \$500,000 in bursary support for VCC students
- acquired \$143,000 in project and equipment funding, and
- received over \$38,000 in gifts in kind which were donated to VCC

STUDENT AWARDS:

If you would like to see photos from our Friday, May 31 ceremonies – visit www.vcc.ca and click on the [Flickr](#) gallery. There are two albums posted: one for the 9:30 a.m. ceremony and one for the 1:30 p.m. ceremony. We distributed 218 awards valued at over \$130,000 for Spring 2019 (these awards are part of our 2019-20 fiscal). Note the Fall awards' ceremony is Nov. 22, 2019.

STUDENT CONVOCATIONS:

VCC Foundation works with VCC staff on Spring and Fall convocations. Our Outstanding Alumni speaker for Spring 2019 is Curtis Krahn. Visit www.vcc.ca/alumniawards to learn more about Curtis and his connection to VCC. Curtis was also featured in VCC's recent [Community Report](#). The Fall convocation is set for November 7, 2019.



DONOR RECOGNITION:

On Monday, October 7, 2019 we host our annual donor recognition event. This event is our way of appreciating current and long-time donors. We will be inviting a representative from the VCC BOG to attend and bring greetings.

CAMPUS MASTER PLAN AND CAPITAL CAMPAIGN PLANNING:

As VCC and VCC Foundation prepare for our next fundraising milestone, we are undertaking an assessment of our capacity to support a campaign of the magnitude this vision will require. We are working with KCI (Ketchum Canada) on a six-month readiness assessment of our fundraising capacity. Both VCC and VCC Foundation Boards will be asked to interview with KCI principals. Key interviews are also being slated with several deans, directors, key donors and partners. This assessment examines key elements related to fundraising, alumni relations programs, the state of our prospect pipeline, as well as our current level and allocation of human resources. A successful campaign will hinge on our ability to present donors with unique and compelling funding opportunities. We need *you* to engage with this process, so expect an invitation in your Inbox soon. July 16 and 17 are currently set for interview dates.

FLOURISH 2020

Mark your calendars – we will be hosting Flourish, VCC’s annual green-tie fundraising gala on Feb. 12, 2020.

EMPLOYEE AND RETIREE APPEAL:

New gifts from employees and retirees received before July 31, 2019 will be matched dollar for dollar. E.g. your \$1,000 gift just became \$2,000!

VCC FOUNDATION TEAM UPDATE:

We recently reactivated a CUPE position for a full-time Development Officer and hired Mithila Makhijani. Mithila has a software sales background as well as non-profit experience from her work with the Aga Khan Foundation. Mithila has been busy refreshing our longer-standing and annual donor relationships, as well as improving the quality and currency of our donor tracking data.

SUBMITTED BY:

Nancy Nesbitt, Director, VCC Foundation
c: 604.619.6145 | e: nnesbitt@vcc.ca



INFORMATION NOTE

DATE: June 26, 2019

PREPARED FOR: Board of Governors

ISSUE: Student Experience Improvement Project

BACKGROUND:

A number of offices across campus have begun to examine opportunities by which we can positively influence domestic enrolment for VCC. A series of presentations have been made across campus with various stakeholder groups to illustrate opportunities where we could reimagine some of our processes to be more student focused. We welcome the opportunity to present this information to the Board of Governors in the fall along with results from initial pilot projects we are conducting.

DISCUSSION:

VCC is well known for delivering excellent programming that serves our students well. However, the needs of our students have changed in recent years. In light of the increased competition to attract and retain domestic students within the local market, we have reviewed processes to ensure we are meeting students' needs and to improve the domestic student experience. The project focuses on ensuring clarity for our students on what to expect, reviewing scheduling practices so students can more easily integrate educational opportunities within their busy lives, and ensuring greater harmony around funding/fees-related considerations.

A comprehensive analysis has been performed of current operational practices to see where we have opportunities to be more student focused and potentially remove barriers that students may encounter in attending VCC. Discussions have focused on the student experience here at VCC and how we can improve our processes to better serve students themselves. We have taken into account demographic realities of our student population, and that many students have to work at least part-time and often have family or other commitments. As mentioned above, institutions are increasingly competing for a limited number of potential domestic students. This project is focused on improving the ease and accessibility so we can attract and retain additional domestic students.

RECOMMENDATION:

We are providing this information as we look to expand the scope of our presentations. We hope to be able to attend a VCC Board of Governors meeting early in the fall to illustrate how some business practice changes will remove barriers for students. The objective is to increase our domestic enrolment here at the College and offer the best possible experience for our students.

PREPARED BY: Dave McMullen, Registrar on behalf of the Student Experience Improvement Project Working Group

DATE: June 12, 2019



Board of Governors Public Meeting
June 26, 2019

ACTION TRACKER

ACTION - Brought forward items from May 29, 2019		WHO	COMMENT
1.	Create a framework for international student experience evaluations and advise the Board.	Management	Jun 26, 2019: PENDING

VCCFA Report to the College Board Submitted June 20th for the meeting June 26th, 2019

Congratulations, Peter Nunoda

The VCCFA wishes to congratulate Peter Nunoda on his new appointment at Red Deer College and wishes him all the best in his future endeavours.

Presidential Search

The departure of both our President and VP Academic in one year, at the same time as we are without a VP Finance, leaves a large gap at the helm. The way that we go about embarking on the search for President is very important. This search must be done carefully, with care and attention. It must not be rushed.

In less than ten years, there have been 7 Presidents or Acting Presidents at VCC. There is a transitory nature to the work of college admin that contrasts with faculty and staff, who tend to work at VCC for much longer. Therefore, faculty and staff must play a meaningful role in the hiring of the new president.

I read that when Red Deer College embarked on its search for a new president, all constituency groups, including the college board, got involved in planning how the search would go. They decided on key attributes the new president should possess. They talked about the things the new president would need to be aware of, and together they decided on a process that would be fair, inclusive, and consultative of all groups at the college.

It is my hope that at VCC we take our search just as seriously. The FA is ready to participate fully in this undertaking.

Select Standing Committee on Finance

Last week I travelled to Qualicum to address the Select Standing Committee on Finance who are hearing from people around the province in the lead up to a fall budget. I spoke on three topics: Adult Basic Education, Funding of colleges in BC, and the issue of secondary scales at other institutions. Attached please find my remarks. In addition, here is the link to the Hansard recording: <https://www.leg.bc.ca/documents-data/committees-transcripts/20190613pm-Finance-QualicumBeach-Blues>

Presentation to the Select Standing Committee on Finance: June 13, 2019

Good afternoon.

I acknowledge that Qualicum beach is the territory of the Qualicum First Nation.

My name is Taryn Thomson and I am the President of the Vancouver Community College Faculty Association. I have 3 points I want to raise today.

- 1. Secondary Scales:** I know my colleagues from the Federation of Post-Secondary Educators across the province have been speaking with you about the need to solve the problem of secondary scales. I want to echo that call for action. At VCC we don't have secondary scales, so we are a testament to the fact that this can be done. It is shameful that two people teaching the same course, with the same amount of preparation and marking, are paid vastly different amounts. It is horrendous that some faculty are living lives of precarity in this province. This is an affordable financial ask to solve a pervasive province wide problem. I stand in solidarity with my colleagues across the province in asking that the issue of secondary scales and precarious work for faculty in colleges and teaching universities be addressed.
- 2. ABE and Time:** I want to recognize the good work of the current government in removing tuition from Adult Basic Education and for recently raising the thresholds for the Adult Upgrading Grant. These positive changes have removed barriers and made ABE much more accessible. ABE students are generally living in poverty and have been negatively impacted by the nearly 20 years of cuts to the province's social safety net at the same time as the cost of living has skyrocketed. Free tuition for ABE students is one important piece of the puzzle. There is another improvement I will suggest. The 2018 Policy Framework document gave provision for students, under certain circumstances, to have more time to complete courses. Time restrictions are a barrier for our most vulnerable students: sequential k-12 youth, Indigenous students, students with disabilities and women. For a variety of reasons, these students may require more time to complete a course. The current language gives discretion and decision-making power to administrators such as FAO's or Deans. An improvement would be to give educators – the ones who work with the students and know the complexities of individual situations - the ability to grant more time. This fix would greatly improve access for those who need it most. The current policy framework document retains much of the flavor of its predecessor in focusing on progress and completion. While these ideas are important, they must be taken in the context of the complex lives of ABE learners, learners often juggling multiple jobs and family responsibilities, as well as facing barriers such as disability, poverty, housing, inadequate childcare and mental health issues. Providing educators with the ability to provide extra time to this group of students would make the first rung of the ladder of post-secondary education and a better-paying job more accessible.
- 3. Base Funding:** In 1996, base funding at VCC was 85% of the cost of running the college. Now, base funding is about 50% of what it takes to run the college. Given this shortfall, Colleges have no choice but to operate like businesses. The common good and the province's needs are secondary to what will turn a profit. There is increased reliance on international enrolment, impacting everything from programming to student services. Tuition is on the rise. There is a 2% cap on tuition, but colleges get around this by renewing a program's curriculum, maybe adding a course or two, and then reintroducing the nominally "new" program with tuition as high as the market will bear. It's the renovation of education, and it's happening all over the province because institutions need to balance

the books somehow. At a time when many countries are moving in the direction of removing tuition all together, our institutions are forced to place an increasing burden on the backs of students and their families. Funding for community colleges should be unique to the college and appropriate to the institutional mandates. VCC, for example, is one of the last remaining community colleges to retain its developmental programming at a high level (roughly 25-30%). Developmental programming is never going to be a profit driver, but it is essential to our province's future. Our province needs Canadians who can speak English and citizens who can write and are numerate. Community College funding should be reflective of this unique character, role, and mandate. I urge the government to review how VCC and other community colleges are funded.

Respectfully submitted,

Taryn Thomson

VCCFA President



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Institutional Accountability Plan and Report 2018/19 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, Skills and Training, and institution websites.

DISCUSSION:

The Accountability Plan and Report has been prepared in accordance with the [Accountability Framework Standard Manual and Guidelines](#), published in March 2019. 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 2018/19 Reporting Cycle, as presented on June 26, 2019.

ATTACHMENTS: APPENDIX A - VCC Accountability Plan and Report 2018/19 Reporting Cycle

PREPARED BY: Brian Beacham, Director, Institutional Research

DATE: June 20, 2019

APPENDIX A



VCC Institutional Accountability Plan and Report

2018/19 REPORTING CYCLE



CO_InRe_0003



July 15th, 2019

The Honorable 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 2018/19 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 to effectively respond to B.C.'s labour market challenges, and increase our contribution in fulfilling the province's goal of "re-engineering education and training so that B.C. students and workers have the skills to be first in line for jobs in a growing economy". (Is this from the mandate letter she sent us, or earlier correspondence?)

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

Yours sincerely,

Jocelyn Hartman
Chair, Board of Governors

Dr. Peter Nunoda
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.

Mandate Letter 2018-19 Required for Report	Mandate Letter 2019/20 Required for Planning/Implementation
<ol style="list-style-type: none"> 1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples. 2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to: <ol style="list-style-type: none"> a) Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners. b) Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution. c) Expand technology-related programming and other programs that align with the growing knowledge-based economy. 3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports; 4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education; 5. Work closely with the Ministry to develop a balanced approach to international education. 6. Comply with government’s two percent cap on tuition and mandatory fee increases. 	<ol style="list-style-type: none"> 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples. 2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to: <ol style="list-style-type: none"> a) Improving access to post-secondary education with a focus on vulnerable and under-represented students. b) Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health). c) Expanding co-op and work-integrated learning opportunities for all students. 3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports. 4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program. 5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants. 6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education. 7. Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results. 8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

The Institutional Accountability Plan and Report is a public document and provides the public an opportunity to become familiar with Vancouver Community College, and the Ministry with assistance in

system- wide planning. The potential audience for this report includes students, parents, educators, post-secondary institutions, educational organizations, Ministry staff, members of the Legislative Assembly, and media. All final reports are posted on the Ministry and institution websites, once approved. 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.

DRAFT

EXECUTIVE SUMMARY

While shifting demographics, advances in technology and increasing automation are re-defining the “future of work” 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 year VCC is developing a Strategic Innovation Plan which will identify key goals and initiatives that will position the college for a sustainable future in a rapidly changing post-secondary landscape.

The British Columbia Labour Market Outlook: 2018 Edition outlines six areas that will be key influencing factors; high demand occupations, automation, demand for skills and competencies, the meaning of work, regional differences and the evolving workplace. VCC will meet these challenges and focus on ensuring that training provides students with skills that are adaptable and can be continuously modified as needed over 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. The outlook forecasts that 166,000 job opening over the next 10 years will be in occupations that have a high chance of being affected by automation. Vancouver Community College is focusing on training needs and is moving away from training for a specific job and shifting to recognize the value and importance of learning skills for a career.¹

In preparing for the new reality of work, VCC has developed six institutional learning outcomes. These are the types of attributes that VCC graduates will have mastered and provide them core skills they will need to be successful in the new workplace. These include communicate effectively, have a sense of direction, be socially responsible, demonstrate professionalism, think critically and creatively and have developed an intra-/international awareness. 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 continue to 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 by focusing on both international and domestic enrolment and looking for opportunities to build partnerships with both corporate and not-for-profit organizations. VCC will continue to develop credentials to meet the demands from our markets and focus some of our recruiting efforts on emerging markets to ensure student diversity in our population. We are working towards increasing our domestic enrolment through focused student recruitment and new program offerings and improving our customer service. Our Indigenous youth is a 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 developing and 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

¹ *British Columbia Labour Market Outlook: 2018 Edition* <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>

to be more flexible in how we deliver programs. Students are seeking more blended and on-line learning opportunities to accommodate their lifestyles. There is also a large gap in training needed in assisting working-age adults during their most productive years to capture new occupational opportunities. These adults will be the most affected by advances in technology and the new future of work. 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. Our 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 is underway and 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."² There is a need for nimbleness and flexibility 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 are required to use our collective knowledge and expertise and to be innovative in order to meet the Canadian and global realities. We must plan for a longer time horizon to ensure that VCC is positioned for a sustainable future. VCC plans to be at the forefront and a leader in post-secondary education to ensure we provide relevant skills for employment and career development which is essential for today's and tomorrow's workplace.

² Government of Canada. Canada's Innovation and Skills Plan: <https://www.ic.gc.ca/eic/site/062.nsf/eng/home>

STRATEGIC DIRECTION AND CONTEXT

VCC's Vision

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's 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's Strategic Innovation Plan

Technological, social, and economic changes are undoubtable occurring in the post-secondary education sector at an increasing pace. The word “disruption” is being used more than ever, but what does it really mean to disrupt our system, that has built thousands of careers and enriched countless lives? VCC is launching a 10 year Strategic Innovation Plan meant to anticipate the changes in post-secondary education and lean into this process.

As technology opens classrooms and challenges traditional learning, VCC will embrace it. As our populations shift, VCC will welcome them. As employers demand new skills, VCC will rise to the occasion.

Five Key Priorities:

- 1. Building campuses of the future**
Thoughtfully designing spaces with cutting-edge technology
- 2. Building programs of the future**
Effective, affordable programs that support lifelong learning and a multiple-career culture
- 3. Building a culture of engagement and innovation**
Long-term, mutually beneficial relationships with industry and the community
- 4. Building a sustainable business model**
Strategic, student-centred advancement with lasting positive impacts
- 5. Building the brand**
A distinct and progressive identity that reflects the new VCC

Academic Programming

The current 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 Success and the Office of the Vice-President Academic & Applied Research.

Through the planning process, four major drivers were identified which mesh well with the existing key performance indicators which are the categories within which the academic plan is articulated.

These drivers are:

- **Diversity** - Responding to a more complex environment characterized by internationalization, Indigenization, and intercultural communication needs
- **Changing delivery models** - With the development of an online learning strategy, there will be more focus on blended learning and using digital resources; Universal Design for Learning principles are the focus of a working group which has been tasked to explore how these can inform curriculum development and program delivery
- **Partnership development** - Broadened and accelerated with a greater variety of partners; All schools and divisions are involved
- **Streamlined processes** - A recognition that processes for a number of academically oriented outcomes (quality assurance, governance) can be made more accessible and allow for greater flexibility

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 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 approved by Education Council and the Board of Governors. Academic deans and directors meet to discuss priorities and explore opportunities for synergies across schools and departments, including things like better referral processes, implications of new policy development on practice, and stronger emphasis on communication.

Influencers

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

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

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

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

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

Internal and External Factors

From May 2017 to November 2018, a process of consultation involving more than 700 members of the VCC community occurred around the development of Institutional Learning Outcomes. The result of this process was the identification of the following statements:

- Communicate effectively
- Identify a sense of direction
- Be socially responsible
- Demonstrate professionalism
- Think critically and creatively
- Develop inter/intracultural awareness

A website provides more information about the intent of these statements, with examples of how they might be reflected in classroom practice. In addition, ongoing conversations are being facilitated through the Centre for Teaching, Learning & Research (CTRL) members.

An important external factor, which influenced the academic plan, was the provincially-mandated Quality Assurance Process Audit (QAPA). In this activity, an institutional self-study was undertaken, with all schools and divisions involved. This in-depth process culminated in a two-day site visit, followed by an opportunity for VCC to respond to the panel's recommendations. The Quality Assurance Committee, a standing committee of Education Council will monitor the action plan that resulted from the QAPA exercise.

Both of these processes have an impact on ensuring that VCC continues to create high quality learning opportunities that prepare graduates to participate effectively in a rapidly changing environment. They will also continue to inform the academic planning process.

The academic plan recognizes the insights of Graham Lowe and Frank Graves (2017), who point out the critical role that post-secondary institutions can play in responding to three key challenges:

- The social and economic implications of an aging population
- The need for a culture of learning and development in order to meet the challenge of a fast-paced global knowledge economy
- The need for innovative programs which meet the varied and complex labour market

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 help them achieve their goals.

- 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 the creation of proposals and other initiatives that respond to internal and external opportunities.

Ref: Lowe, G. & Graves, F. (2017). Redesigning Work. Toronto, ON: University of Toronto Press, p. 203.

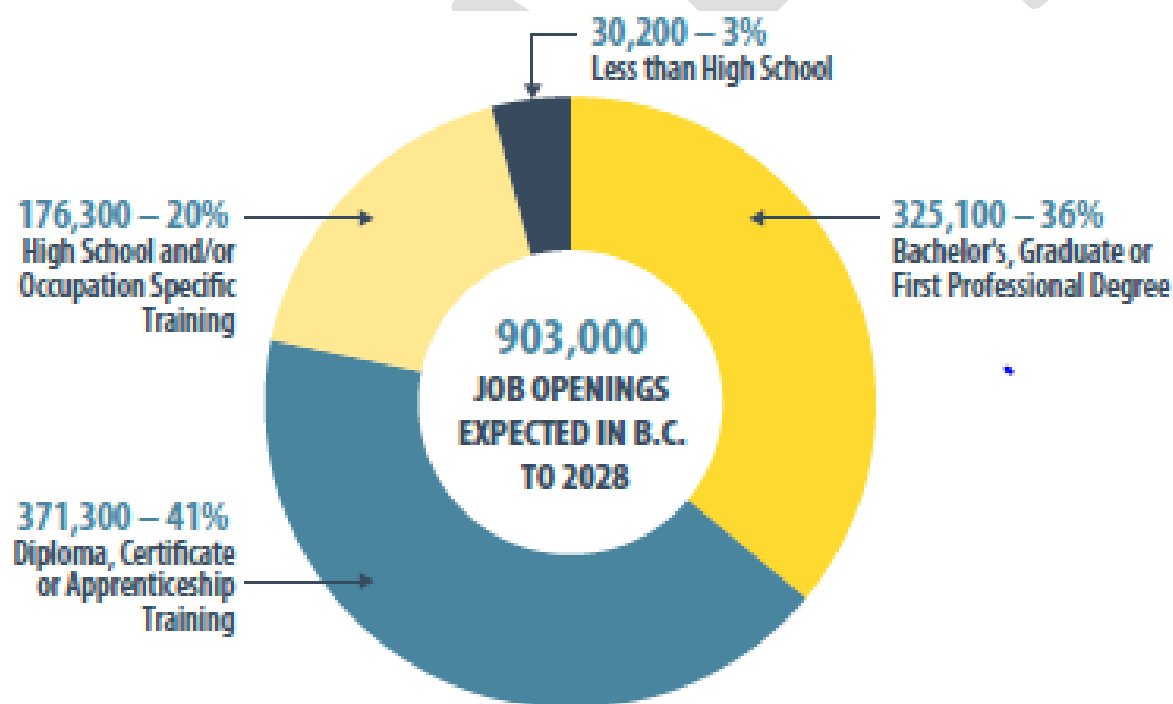
British Columbia's Labour Market Outlook 2018 Edition

Education and Training Needs

Education and training will play an increasingly important role in the labour market over the next 10 years. In an ever-changing world experiencing new technology, innovation and industry disruption, there is a shift in recognizing the value of learning new career skills. A broader base of knowledge and the ability to adapt to a changing work environment opens up more opportunities for students and workers alike.

A majority, 77 percent, of the job openings expected in the next 10 years will require some level of post-secondary education or training. Forty-one percent will be in occupations requiring a diploma, certificate or apprenticeship training and 36 percent will be in positions requiring a bachelor's, graduate or first professional degree. In contrast, only three percent will be available for those with less than a high school education. The good news is that young British Columbians understand the opportunities that education will open up for them. Only a moderate increase in the percentage of young people in post-secondary education will be required to match people to the projected job openings.

Job Openings by Education Requirements, B.C., 2018-2028



Industry Outlook

In British Columbia, five industries alone will account for about half the total projected job openings between 2018 and 2028:

INDUSTRY	NO. OF JOB OPENINGS	% OF TOTAL JOB OPENINGS
Health Care and Social Assistance	148,400	16.4
Professional, Scientific and Technical Services	106,200	11.8
Retail Trade	82,300	9.1
Accommodation and Food Services	61,000	6.8
Finance, Insurance and Real Estate	59,700	6.6

As B.C.'s population continues to age, health care and social assistance will see the largest increase in job openings in the next 10 years. Fifty-four percent of these will come from the need to replace retiring workers, while an additional 46 percent will be as a result of expansion of the health system in response to the growing medical needs of an aging population.

Professional, Scientific and Technical Services has been a fast-growing industry and this trend will continue into the next decade. It is expected that economic growth will generate 48 percent of the job openings in this industry, compared to 32 percent of openings for all industries.

Future job openings come from the wide range of opportunities that will open up due to the growth in B.C.'s economy. In addition, even more opportunities will be available to replace retiring workers.

As seen in Figure 2-5, the requirement to replace retiring workers will create more than half of the job openings for almost every major B.C. industry over the next 10 years.

Several industries will see more job openings because of economic growth and industry expansion.

These include:

- Accommodation and Food Services (51 percent of job openings are due to economic growth)
- Professional, Scientific and Technical Services (48 percent of job openings are due to economic growth)
- Information, Culture and Recreation (46 percent of job openings are due to economic growth)
- Health Care and Social Assistance (46 percent of job openings are due to economic growth)

A more detailed forecast of employment and job openings for each of B.C.'s 18 major industry categories and the 59 more specific industry subsets can be found in Appendix 3. Profiles of each industry and industry category are also available at WorkBC.ca/industry.

Occupational Outlook

Within the 10 major occupational groups that are defined by Canada's National Occupational Classification, more than half (51 percent) of the projected job openings in B.C. over the next 10 years will come from the top three occupational categories (Sales and Service, Business, Finance and Administration and Management).

Nearly three quarters of those job openings are expected to be in the top five occupational groups:

- Sales and Service (186,100 job openings; 20.6 percent of total job openings)
- Business, Finance and Administration (151,400 job openings; 16.8 percent of total job openings)
- Management (124,400 job openings; 13.8 percent of total job openings)
- Trades, Transport and Equipment Operators and Related (106,700 job openings; 11.8 percent of total job openings)
- Education, Law and Social, Community and Government Services (103,200 job openings; 11.4 percent of total job openings)

The replacement of retiring workers in the Sales and Service industry accounts for 62 percent of the 10-year forecasted job openings. Sales and Service positions are often thought of as an entry point into the workforce, providing new workers with opportunities to develop skills and competencies. However, that is not true. In addition to the more junior/entry-level jobs, there are many sales and service roles that require significant education and extensive experience.

Management has a greater share of older workers among the major occupational groups. In this category, the need to replace workers will account for 77 percent of total job openings.

The labour force in Business, Finance and Administration is also a relatively older group of workers. The forecast shows that 69 percent of the job openings in this area are to fill positions that will come open due to retirement.

Business, Finance and Administration as well as Management occupational groups offer workers wide-ranging employment opportunities that are important to nearly every organization in the province.

Preparing for Careers

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

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

TOP 10 COMPETENCIES	
2015	2020
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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>

VCC Student Demographic

VCC

2018 / 2019

14,870

STUDENTS REGISTERED ANNUALLY



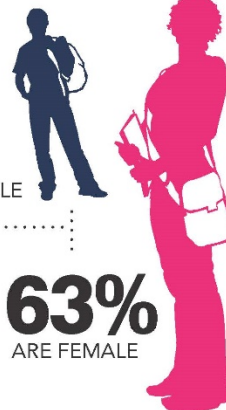
375
INDIGENOUS
STUDENTS ENROLLED

OVER **50** LANGUAGES SPOKEN

FROM MORE THAN **150** COUNTRIES



36%
ARE MALE



35
AVERAGE AGE OF
DOMESTIC STUDENT

63%
ARE FEMALE

24
AVERAGE AGE OF
INTERNATIONAL
STUDENT

DEGREES **3** SHORT CERTIFICATES **2**
DIPLOMAS **33** ASSOCIATE DEGREES **15**
CERTIFICATES **93** APPRENTICESHIPS

SCHOOLS & DIVISIONS



93%
OF STUDENTS
SATISFIED WITH
QUALITY OF
INSTRUCTION*

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Source: 2018-19 Student Outcomes Survey of Programs, Assessment, Research and Evaluation Unit, VCC. Data prepared by VCC 2019.

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 are 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 65% Female and 35% 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.

Age Range	<25	25-34	35-44	45-54	55-64	65 or >	Grand Total	Gender %
ADMINISTRATORS	0	9	24	42	14	2	91	8%
Female	0	5	17	26	7	2	57	63%
Male	0	4	7	16	7	0	34	37%
CS INSTRUCTORS	0	27	50	69	54	32	232	21%
Female	0	16	36	39	37	21	149	64%
Male	0	11	14	30	17	11	83	36%
FACULTY	0	25	112	152	160	25	474	43%
Female	0	16	74	104	96	13	303	64%
Male	0	9	38	48	64	12	171	36%
Support Staff	3	47	68	94	82	11	305	28%
Female	2	36	49	64	54	5	210	69%
Male	1	11	19	30	28	6	95	31%
Grand Total	3	108	254	357	310	70	1102	
Age %	0%	10%	23%	32%	28%	6%		

Data provided by 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.

Female to Male Ratios

College	1.8772:1
Administrators	1.6765:1
CS Instructors	1.7952:1
Faculty	1.7719:1
Support Staff	2.2105:1

Employee Engagement Survey

As a follow up to the College's college wide survey in 2016, we conducted a "pulse check" survey in the late fall of 2018. This survey was a shortened version of the initial survey and explored the 4 dimensions which had been established as the College's strongest engagement drivers. We invited employees to comment on each workplace dimension.

Employee Engagement Strategy Committee (EESC)

The existing EESC, which formed in June 2016, has been vital to the college's engagement strategy, assisting with communications, promotion, delivery, survey completion and action planning. The EESC was formed with a two-year commitment by its membership to ensure relevance and validity of the survey process and that the focus on engagement is intentional and ongoing. In June 2018, new members joined the committee, infusing new perspectives and engagement ideas and are leading us in dynamic engagement opportunities in response to the pulse check results.

Engagement Drivers and Results

Through relative weight analysis, the survey canvassed the areas, or engagement drivers, most relevant to VCC employees' engagement as established in 2016. The top four engagement drivers are: Innovation, Professional Growth, Senior Leadership and Organizational Vision.

VCC achieved an impressive 66% participation rate on the survey; above other post-secondary institutions' participation rates, benchmarked at 63%. Even more impressive were the results. The College's overall engagement increased by an astonishing 11%, including an increase of 20% in optimism about the future of VCC. Of our four engagement drivers, we saw an exceptionally high increase of 24% in organizational vision and 19% in senior leadership. It is believed that these astounding increases are direct result of the initiatives taken around creating and presenting a clear vision to the College and the direct and personal connections that senior leadership made with all departments following the initial 2016 survey to present the vision and continue with strategic planning in a transparent and inclusive manner.

These engagement scores are a reflection of our employees' pride in their work at VCC, their feeling of personal accomplishment, the extent to which they feel inspired and see the connection of their work to the college's long term goals and objectives.

VCC Top Drivers of Engagement



Engagement Action Plan

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

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 to 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 continued collaboration between and across program areas.

2 YEARS

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

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 to the on-the-job training VCC delivers, from working in restaurants, hotels, hair salons and spas, automotive trades to practicum experiences in dental clinics and hospitals and more.

Number of Credentials

CREDENTIAL	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Citation	0	0	0	3	3	0
Apprenticeship	10	13	13	14	14	15
Certificate	88	88	88	91	91	91
Diploma	28	28	28	31	31	31
Bachelor Degree	3	3	3	3	3	3
Short Certificates	0	0	0	0	0	2
Advanced Certificates	0	0	0	0	0	2
Post Diploma	0	0	0	0	0	2
Associate Degree	0	0	0	0	0	2

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. The ASL/Deaf Studies Certificate Program leads directly into the Interpreting Diploma offered at Douglas College. 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 nine certificate programs, five 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. The Broadway Campus provides an environment to support experiential learning through simulation. These learning spaces include labs, classrooms and a nursing station that support students in the various programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Pharmacy Technician, Occupational/ Physical Therapist Assistant, Medical Lab Assistant and Health Unit Coordinator. The Downtown Campus provides an onsite dental clinic that provides services to the public. Dental programs are currently expanding and the need for new dental spaces, including labs, offices and a new dental clinic is a high priority. The Dental programs include

Dental Hygiene, Certified Dental Assisting, Dental Reception Coordinator and Dental Technology Sciences. VCC's Health Sciences students engage in real life experiences through practicum placements in a variety of health settings.

School of Hospitality, Food Studies & Applied Business

Programming in this school ranges from entry-level certificates in Administrative Assistant/Medical Office Assistant/Medical Transcriptionist/Legal Administrative Assistant to Red Seal Certification in Culinary Arts and Baking & Pastry Arts to a bachelor's degree in Hospitality Management. In September 2019, VCC will launch its second post-degree diploma, Business & Project Management, for the international student market.



Students obtain real world experience one of our five commercial outlets: Seifferts Market, JJ's fine dining restaurant, the cafeterias at our Downtown and Broadway campuses and The Bistro. All program areas have strong connections with employers and offer students the opportunity for practical experience. Hospitality students are required obtain 500 hours of industry work experience 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 eight different departments distributed over three campuses and employs over 100 faculty and staff. These eight (8) departments include: Automotive Collision and Refinishing, Automotive Service Technician, Computer Aided Drafting/Building Information Modelling, Computer Systems Technology, Digital Media Design, Hairstyling/Skin and Body Therapy, Heavy Mechanical Trades, and Jewelry Arts and Design. Within these departments there are 11 apprenticeship programs, eight (8) certificate programs, and six 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

9,300

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

SOURCE: WORKBC EMPLOYMENT OUTLOOK

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 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, Technical Writing, Medical Device Reprocessing, Networking Technology, Make-Up Artistry, and Wedding and Event Planning. 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.

Library and Teaching & Learning Services

There are four units that comprise this Division: Library, Learning Centre, Centre of Teaching, Learning & Research (CTLR), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different and connected ways. The Library and Learning Centre provides learning support to students by providing gathering space for study, access to resources and research help, computer access, study skill workshops, and professional tutoring at no cost. The Learning Centre also offers career support. CTLR supports instructors, facilitating innovation in teaching, educational technology, curriculum design as well as supporting research at the college. SIE offers programs to prepare instructors in adult education such as the Provincial Instructor Diploma Program and Certificate in Online eLearning Instruction.

International Education



VCC currently welcomes international students from over 50 countries in more than 50 programs. The most popular programs for international students are Post-Degree Diplomas in Canadian Business Management and Business and Project Management. Additionally, our Hospitality Management Diploma, Cosmetology Diploma, Culinary Arts Diploma, and Transportation Trades Diplomas remain popular choices for students seeking hands-on training that leads to employment. 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



We continue our efforts to better serve Indigenous communities through the reach of our partnerships and to build a truly community-driven program development framework. The Indigenous Education Advisory Committee, representing urban and rural Indigenous communities aims to provide guidance and advice around initiatives that fulfill our commitment to the Indigenous Education Protocol and the TRC's Calls to Action. Initiatives that aim to increase access, retention and success of Indigenous learners across campus has grown significantly this year. In partnership with the Indigenous Education & Community Engagement team, and in addition to ongoing projects and initiatives,

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

Working Groups are collaborating on a variety of new initiatives including, Indigenizing Curriculum, Policies & Procedures Review and Community Engagement with Urban Indigenous Service Providers. Our ASP programs and activities aim to create alignment with VCC's Strategic Innovation Plan and enhance the efforts of the institution toward a more community based approach to Indigenization.

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. 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 - 2018-2019 included contracts with Emily Carr University of Art and Design, Pacific Immigrant Resources Society, Musqueam Indian Band, Metis Nation BC, ACCESS Aboriginal Connections to Employment, Sources Community Resources, etc. Internally, the PDO functions as a partnership incubator and support departments to network, conceptualize projects, write proposals, and manage projects. The CareerLAB, a 3-year pilot project to inventory and support Work Integrated Learning (WIL) across VCC is an initiative of the PDO.

Student Success

Student Success 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 Student Service Centre, Indigenous Community Engagement & Services, Academic Advising & Assessment, Counselling, Disability Services, Interpreting, Student Issues Arbitration, and Student Conduct & Judicial Affairs take a college wide, comprehensive approach to student development, retention and wellness in close collaboration with the academic departments. Quality, relevance, accessibility and sustainability of services are reviewed and reimaged 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 (or the SeaBus) and on bus routes.

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

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

CAMPUS	2015-16	2016-17	2017-18	2018-19
Annacis Island	2%	2%	2%	3%
Downtown	49%	50%	43%	41%
Broadway	49%	48%	55%	56%

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.

**PERFORMANCE PLAN:
GOALS, OBJECTIVES, PERFORMANCE MEASURES AND TARGETS**

DRAFT

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.

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	<ul style="list-style-type: none"> Aiding students in accessing appropriate funding support High level of satisfaction with Enrolment Services 	<ul style="list-style-type: none"> Accessibility for diverse learning needs Removing barriers of entry for Indigenous students 	<ul style="list-style-type: none"> Delivering high quality learning experiences Developing high demand skills in our learners 	<ul style="list-style-type: none"> Effective curriculum Responding to changing needs External engagement New/relevant programs 	<ul style="list-style-type: none"> Streamlining student registration processes Operating efficiently and directing resources towards students and learning
	Operational Excellence	<ul style="list-style-type: none"> Maximizing campuses and resources Streamline and simplify internal processes 	<ul style="list-style-type: none"> Provide appropriate access to our learners Improving registration processes 	<ul style="list-style-type: none"> Teaching and learning excellence Recruitment, development and retention 	<ul style="list-style-type: none"> Nimble responding to changing demands of learners and external environments 	<ul style="list-style-type: none"> Building a culture of evidence-based decision making Strengthening leadership and accountability Environmental sustainability
	Financial Stability and Sustainability	<ul style="list-style-type: none"> Meet the domestic and International enrolment targets Monthly/Quarterly enrolment reporting 	<ul style="list-style-type: none"> Increased enrolment International students Increased opportunities for Indigenous students 	<ul style="list-style-type: none"> Implement Integrated Planning Cycle 	<ul style="list-style-type: none"> Grow the commercial services area Continue to focus on investment opportunities 	<ul style="list-style-type: none"> Implement a financial strategy to provide a stable and sustainable working environment
	Business Development	<ul style="list-style-type: none"> Increasing opportunities to create more learning experiences outside VCC 	<ul style="list-style-type: none"> Streamlining student pathways in/out of VCC Create partnership opportunities between employers/students/VCC 	<ul style="list-style-type: none"> Strengthening PACs Advancing the quality of learning 	<ul style="list-style-type: none"> Building partnerships that make sense Maintaining dialogue with industry and community Refreshing Program Advisory Committees 	<ul style="list-style-type: none"> Taking a deliberate and goal-oriented approach to partnerships
	Reputation Management	<ul style="list-style-type: none"> Telling “the VCC story” more widely Increasing awareness of VCC and our programs 	<ul style="list-style-type: none"> Helping our target markets be aware of VCC 	<ul style="list-style-type: none"> Highlighting VCC’s quality of instruction in our branding 	<ul style="list-style-type: none"> Clarifying our brand identity Increasing awareness of VCC in the community 	<ul style="list-style-type: none"> 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 has declined. However, this is due to a number of factors. Firstly, the overall downturn in student enrolments in post-secondary education in British Columbia, and secondly, a decline in student numbers, due in part to the changes in funding and the tuition models in both English as an Additional Language (EAL) and Adult Basic Education (ABE), which provided VCC with some challenges to overcome and opportunities to explore. VCC is reviewing and monitoring of the strategic enrolment planning process to stabilize the number of student spaces and increase effective and efficient enrolment planning strategies to enable sustainable growth in domestic enrolment in future years. This 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”, 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 FTE’s, however the developmental student spaces have not met the targeted number. However, the number has stabilized and we can look to further development in programs to support this within the post-secondary education sector. In addition, 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		
2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20 Target	2020/21 Target	2021/22 Target
4,006	6,549	4,145	Not Achieved	6,549	6,541	TBD

Nursing and other Allied Health programs						
Performance				Targets		
2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20 Target	2020/21 Target	2021/22 Target
888	869	906	Exceeded	TBD	TBD	TBD

Number of Student Spaces in Developmental programs						
Performance				Targets		
2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20 Target	2020/21 Target	2021/22 Target
1,457	2,518	1,664	Not Achieved	TBD	TBD	TBD

VCC's utilization of funded domestic student FTE's through the Ministry of Advanced Education, Skills and Training(AEST) will continue to focus on the planning strategies, the Strategic Innovation Plan and the Academic Plan, which are aligned with AEST's core objectives and provides students with sustainable and affordable access to post-secondary education.

Credentials Awarded:

Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years and changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 19 of the 2018/19 Standards Manual. Results from the previous reporting year have been recalculated to reflect the change in this methodology.

Credentials Awarded						
Performance			Assessment	Targets		
2017/18 Actual	2018/19 Target	2018/19 Actual		2019/20 Target	2020/21 Target	2021/22 Target
2,314	2,211	2,203	Substantially Achieved	TBD	TBD	TBD

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. This performance measure is set by each institution. VCC is committed to providing high quality and cost effective educational opportunities to students within the province and to ensure that a supportive platform for learning and academic growth is provided as students’ progress from enrolment to graduation.

Number of Aboriginal students:

Full Time Equivalent (FTE) of Aboriginal students at VCC

Aboriginal Student Spaces (FTE)					
	Reporting year				2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	
Total Indigenous Spaces	309	311	276	287	Achieved
Ministry (AEST)	230	217	194	200	
Industry Training Authority (ITA)	79	94	82	87	
Target	Greater than prior year				

Access to education for all groups remains at the core of our institutional values and is demonstrated by way of continued internal consultation and an integrated planning process. Moving forward we will continue to assess, evaluate and provide continued access to learning and work with institutional staff, local community, government and industry to coordinate our efforts to support and facilitate access to post-secondary education.

While continuously improving our ability to provide equitable and sustainable access to all. VCC also continues to ensure that Indigenous learners are well positioned for a successful post-secondary experience. The Truth & Reconciliation Commission of Canada’s Calls to Action are central to discussions during institutional planning and student engagement efforts and activities.

VCC will continue our efforts to better serve Indigenous communities through the reach of our partnerships and to build a truly community-driven program development framework. The Indigenous Education Advisory Committee, representing urban and rural Indigenous communities provides guidance and advice around initiatives that fulfill our commitment to Indigenous education. New initiatives that aim to increase access, retention and success of Indigenous learners have increased this year, and those existing initiatives and activities have demonstrated sustainability as result of ongoing collaboration between our internal and external stakeholders.

In accordance with the Accountability Framework 2018/19 Reporting Cycle Standards and Guidelines Manual, the following table has been provided to identify VCC's response to the Truth and Reconciliation Commission's Call to Action VCC has provided the following information:

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS	INITIATIVE AND PARTNERSHIP DETAILS
	(N/A, In Progress, Implemented)	
1: SOCIAL WORK		
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.		
12: EARLY CHILDHOOD EDUCATION		
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.		
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS		
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.		
23: HEALTH-CARE PROFESSIONALS		
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.		
LPN Program	In Progress	<p>Recruitment and support of indigenous LPN students through priority seat availability, looking in change from 2 seats to unlimited.</p> <p>Recently met with and toured a group of Indigenous High School students through our Nursing labs for recruitment. Looking for more opportunities like this through our Indigenous Education and Community Engagement department.</p>

Continuing Care Dept.		<p>The Continuing Care Department, in collaboration with Access, offered an additional cohort of the Health Care Assistant Program, for Aboriginal students. The cohort ended in December 2018. Six Aboriginal students graduated from this cohort.</p> <p>A seventh student withdrew and reinserted into a later cohort and is projected to graduates in June 2019.</p>
CDRDRC	In Progress	<p>Currently in partnership with Access offering our Dental Reception Coordinator program to an indigenous cohort. We will be meeting with Access again soon to explore the possibility of taking in another cohort in 2020.</p> <p>A few or out faculty members have completed the San'yas Indigenous Cultural Training course to widen their perspective around indigenous issues in healthcare.</p>
BSN	Implemented	<p>Priority Indigenous Enrolment in Baccalaureate Nursing and Health Unit Coordinator programs. Priority is given to all Indigenous students and is not limited to any particular number of seats. We attended most Reconciliation in Action events put on by the Aboriginal Life in Vancouver Enhancement Society to promote health programs at VCC. We provide some cultural competency training for our nursing students. Most nursing faculty have taken the San'yas Indigenous Cultural Safety core health course.</p>

Dental	<ol style="list-style-type: none"> 1. In progress 2. Implemented 3. Implemented 4. Planned 	<ol style="list-style-type: none"> 1. All faculty have been encouraged both through the department and regulatory college to complete cultural competence training; many have already completed the San'yas Core Health Course. Information regarding free MOOC's has also been shared. A KAIROS blanket exercise is being considered for faculty. 2. Third year students participate in the KAIROS blanket exercise prior to participation in community outreach. 3. 2 seats are held for indigenous students 4. Develop recruitment strategies to increase the utilization of the held seats
24: MEDICAL AND NURSING SCHOOLS		
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		
LPN Program	In Progress	<p>BC Practical Nursing Provincial Curriculum (PNPPC) revised in 2017, published in 2018. VCC Practical Nursing Program will be launching the revised curriculum in September 2019. Revision process included:</p> <p>"Learning outcomes were reviewed and the language was modified to ensure alignment with patient and family-centered care, and to include Truth and Reconciliation Commission (TRC) Calls to Action, cultural humility and safety..." (BC PNPPC, 2017).</p> <p>Program and course learning outcomes and resources reflect cultural humility and safety. PNPPC Guide Supplement includes relevant "Indigenous Teaching Learning Resources" and the Curriculum Competency Map includes the ANA-CASN-CNA Cultural Competency and Safety guidelines; Truth and Reconciliation Calls to Action; BC FNHA Cultural Safety and Humility guidelines.</p>

Continuing Care Dept.		<p>The Continuing Care Department oversees the training of Health Care Assistants in Continuing Care and Acute Care.</p> <p>HCA's are a part of the health care team, but are not a part of the nursing profession or the school of nursing. Continuing Care is engaging in discussion regarding the incorporation of Aboriginal health issues into the program.</p>
BSN	Implemented and Ongoing	<p>Course content in nursing includes Aboriginal health issues. We are continually updating our curriculum to include more relevant additions. We have partnered with the VCC Indigenous Education and Community Engagement office to offer the Kairos Blanket exercise to every new nursing cohort. All faculty have also been offered this experience.</p>
Dental	<ol style="list-style-type: none"> 1. Planned 2. Implemented 3. Implemented 4. Planned 	<ol style="list-style-type: none"> 1. The proposed degree program includes the requirement for students to complete the San'yas Core Health Course. 2. Participation in Orange Shirt Day 3. Orientation week includes a presentation from the Indigenous Education and Community Engagement team. 4. Include a land acknowledgement at the beginning of each term; and, include that acknowledgement within email signatures (awaiting completion of VCC's consultation process and direction).
28: LAW SCHOOLS		
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>		

<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		
<p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>		
<p>LPN</p>	<p>In Progress</p>	<p>Ongoing funded education of VCC PN Faculty. Samples include:</p> <p>Kairos Blanket Exercise of which all permanent and some contract faculty participated in.</p> <p>Session on Indigenizing the Curriculum by representative from First Nations Health Authority, Janine Stevenson</p> <p>Professional Development support for faculty to complete Indigenous education such as the "San'yas Indigenous Cultural Training" offered by the Provincial Health Services Authority in BC.</p> <p>Relationship with local Indigenous community groups and resources for faculty and student education and resources for teaching</p> <p>Funded opportunities for Indigenous guest speakers includes local Elders and residential school Survivors. Educates faculty, students and others in the VCC Community.</p>

Continuing Care Dept		Faculty within the Continuing Care Departments are engaging in educational opportunities regarding Aboriginal health issues, history, knowledge and teaching methods, as part of their Professional Development activities.
CDRDRC	In Progress	
BSN	Implemented	Nursing secured VCC funding to provide the San'ya's Indigenous Cultural Safety health course to almost all faculty in our department. We also secured VCC funding to host a series of three Indigenous scholars to present to nursing faculty.
86: JOURNALISM AND MEDIA SCHOOLS		
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.		
92: BUSINESS SCHOOLS		
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.		
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION		
How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:		
<i>Article 14</i>		

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.		
2. Indigenous individuals, particularly children, have the right to all levels and forms of education		
<i>Article 15</i>		
1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.		
<i>Article 21</i>		
1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.		

Strategic Objective 3: QUALITY

The AEST strategic objective of Quality is 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.

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 15 Apprenticeship programs currently being 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.

Student satisfaction with education

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	92.5%	92.5%	92.6%	92.4%	1.0%	Achieved
	Target: ≥ 90%					
Apprenticeship graduates	97.3%	98.0%	96.2%	91.2%	4.0%	Achieved
	Target: ≥ 90%					
Baccalaureate graduates	94.5%	95.1%	93.1%	100.0%	0.0%	Exceeded
	Target: ≥ 90%					

Student assessment of the quality of instruction

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	93.9%	94.5%	93.7%	93.9%	0.9%	Achieved
	Target: ≥ 90%					
Apprenticeship graduates	98.7%	99.0%	97.2%	96.8%	2.4%	Exceeded
	Target: ≥ 90%					
Baccalaureate graduates	94.6%	95.1%	96.7%	92.3%	4.8%	Achieved
	Target: ≥ 90%					

Student assessment of skill development

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	88.1%	88.6%	89.2%	88.0%	1.2%	Achieved
	Target: ≥ 85%					
Apprenticeship graduates	88.7%	90.8%	89.6%	87.0%	4.8%	Achieved
	Target: ≥ 85%					
Baccalaureate graduates	89.0%	93.7%	87.1%	90.5%	6.0%	Exceeded
	Target: ≥ 85%					

Student assessment of skill development: Former diploma, associate degree and certificate students

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	88.1%	88.6%	89.2%	88.0%	1.2%	Achieved
	Target: ≥ 85%					
Written communication	84.2%	85.3%	84.8%	82.3%	1.6%	
Oral communication	86.6%	85.7%	87.6%	84.8%	1.5%	
Group collaboration	90.6%	91.5%	91.8%	90.3%	1.1%	
Critical analysis	88.3%	90.5%	90.5%	89.5%	1.2%	
Problem resolution	88.2%	85.7%	87.0%	87.2%	1.3%	
Learn on your own	88.0%	89.5%	89.2%	89.9%	1.2%	
Reading and comprehension	90.8%	91.1%	92.9%	90.6%	1.1%	

Student assessment of skill development: Apprenticeship students

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	88.7%	90.8%	89.6%	87.0%	4.8%	Achieved
	Target: ≥ 85%					
Written communication	82.4%	76.1%	73.6%	82.6%	6.9%	
Oral communication	87.0%	82.4%	82.9%	83.6%	6.4%	
Group collaboration	89.3%	91.8%	94.1%	89.0%	4.4%	
Critical analysis	89.5%	95.9%	96.1%	90.0%	4.2%	
Problem resolution	85.8%	95.9%	93.4%	89.9%	4.3%	
Learn on your own	92.6%	96.8%	88.5%	88.8%	4.5%	
Reading and comprehension	94.3%	90.4%	91.1%	86.7%	4.8%	

Student assessment of skill development: Baccalaureate graduates

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	89.0%	93.7%	87.1%	90.5%	6.0%	Exceeded
	Target: ≥ 85%					
Written communication	85.7%	84.4%	N/A	84.6%	6.5%	
Oral communication	90.4%	89.7%	86.2%	92.3%	4.8%	
Group collaboration	89.0%	97.5%	86.2%	92.3%	4.8%	
Critical analysis	87.5%	97.5%	89.7%	97.4%	2.9%	
Problem resolution	86.1%	87.5%	89.3%	86.8%	6.4%	
Learn on your own	95.8%	100.0%	90.0%	97.4%	2.9%	
Reading and comprehension	88.7%	97.4%	85.7%	81.6%	7.3%	

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>

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					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Diploma, associate degree and certificate graduates	87.9%	88.2%	89.3%	89.6%	1.30%	Achieved
	Target: ≥ 90%					
Apprenticeship graduates	94.9%	98.0%	94.3%	88.5%	4.70%	Achieved
	Target: ≥ 90%					
Baccalaureate graduates	94.2%	100.0%	96.4%	100.0%	0.00%	Exceeded
	Target: ≥ 90%					

Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Diploma, associate degree and certificate graduates	8.70%	7.90%	6.40%	4.9%	0.9%	Exceeded
	Target: ≤ 6.6%					
Apprenticeship graduates	7.00%	0.00%	0.00%	2.2%	2.1%	Exceeded
	Target: ≤ 6.6%					
Baccalaureate graduates	1.40%	5.10%	3.40%	0.0%	0.0%	Exceeded
	Target: ≤ 6.6%					

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%.

Strategic Objective 5: EFFICIENCY

The AEST strategic objective of Efficiency is 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 that 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.

DRAFT

AEST Accountability Framework Performance Targets:

Performance measure	2019/20	2020/21	2021/22
Student spaces			
Total student spaces	6,541	6,561	TBD
Nursing and other allied health programs	867	TBD	TBD
Developmental programs	2,518	TBD	TBD
Credentials awarded			
Number	≥2,211	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	6.6%	≤ 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			

FINANCIAL INFORMATION

The following summarizes the consolidated Financial Report for VCC:

[Click here to link to the 2018-19 Audited Financial Statements](#)

<i>(In \$ Thousands)</i>	2019-20	2020-21	2020-21
Province of B.C. Grants	55,647	56,653	56,653
Adult Upgrading Grant (AUG)	399	403	407
Sales of goods and services	6,215	6,339	6,466
Tuition and student fees	39,283	42,869	46,526
ABE/EAL Tuition Free Grant	5,573	5,684	5,798
Other grants, fees & contract services	5,677	6,018	6,379
Miscellaneous income	1,835	1,852	1,871
Donation income (Foundation Related)	700	707	714
Amortization of deferred capital contribution	5,360	5,414	5,468
Investment income	400	404	408
REVENUES	121,089	126,343	130,690
SALARY AND BENEFIT EXPENSES	87,752	92,448	96,505
Supplies and general expenses	8,863	8,951	9,040
Adult Upgrading Grant (AUG) Financial Aid	399	403	407
Bursary/Scholarship	700	707	714.07
Professional fees	4,586	4,632	4,678
Building and telecom	6,540	6,605	6,671
Cost of Goods Sold	3,711	3,748	3,786
Depreciation Expense	8,538	8,623	8,710
OPERATING EXPENSES	33,337	33,669	34,006
TOTAL EXPENSES	121,089	126,117	130,511
NET SURPLUS (DEFICIT)	0	226	179



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Gladue Report Writing Certificate

BACKGROUND:

The Gladue Report Writing Certificate program began development in 2016 as a Ministry of Advanced Education, Skills & Training (AEST)-funded project. This program prepares graduates for work as Gladue Report Writers and is poised to lead in the field of Gladue report training.

A Gladue report is a type of Pre-Sentence Report (PSR) written on behalf of an Indigenous person who has been charged with a crime. Gladue rights were added to the Criminal Code of Canada in 1996 under Section 718.2(e) to address the over-incarceration of Indigenous people, a systemic problem that has become more prevalent in the last two decades. While Indigenous people make up 4.1% of the Canadian adult population, they make up 28% of correctional services admissions¹; between 2006/2007 and 2016/2017, as the overall crime rate in Canada fell by 19.7% (to its lowest in 45 years), the general proportion of Indigenous people in the correctional population actually increased by 30%, with the rate of Indigenous female youth representing the largest increase—more than doubling (+112%) in that ten-year span. With the national rate of Indigenous incarceration now ten times that of the non-Indigenous population, prisons have become “the new residential schools.”²

Gladue reports are evocative, powerful documents that support the principles of restorative justice by presenting for a judge’s consideration, before sentencing or setting of bail, an Indigenous offender’s “sacred story” that takes into account the unique challenges faced by Indigenous people in Canada and the cumulative effect of these systemic, multigenerational inequities (e.g. institutional racism, loss of language/cultural identity, foster care) on an individual’s circumstances and future rehabilitation goals. All Indigenous people in Canada are entitled to Gladue rights, regardless of their status or where they live.

Upon successful completion of the Gladue Report Writing program, students will be able to meet the following learning outcomes:

- *Apply the Gladue approach to write a holistic, individualized, and objective Gladue report that assists the Canadian judicial system in making well-informed decisions*

¹ [“Adult and youth correctional statistics, 2016-2017.” Statistics Canada.](#)

² [MacDonald, Nancy. “Canada’s prisons are the ‘new residential schools.’” Maclean’s. 18 February 2016.](#)

- *Apply a narrative and trauma-informed approach to gather, analyze, and communicate information for a Gladue report*
- *Identify and describe the legal history and legislation informing Gladue rights*
- *Act professionally and ethically as a Gladue Writer*
- *Explain the impact of colonialism on Indigenous peoples and their relationship with the Canadian judicial system*

The Certificate program has as its capstone project a full mock Gladue that could potentially contribute to a real report (with support from the UBC Indigenous Legal Clinic or other legal organization). There is currently no comparable program in BC: while JIBC formerly offered a workshop similar to the 17-hour training currently offered jointly by the Indigenous Perspectives Society and Royal Roads University, these sessions do not offer the level of rigour required to prepare graduates who are ready to begin work as professional Gladue Report Writers.

The program is exclusively face-to-face at this time, but it is expected that making some of the components online would make the program more accessible, particularly to learners in remote and/or rural areas.

DISCUSSION:

The curriculum has been reviewed by Education Council and Curriculum Committee. One topic raised during consultation was the need for counselling services, as some of the material covered in the program could be triggering for some learners. Another, related need that was identified was for Indigenous Elders who could offer support to students.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Gladue Report Writing Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 17, 2019



Gladue Report Writing Certificate and Short Certificate

Program Content Guide

Effective Date: September 2019

Goal

The purpose of the Gladue Report Writing Certificate Program is to prepare students to apply a Gladue approach to plan, organize, write, and present Gladue Reports to assist the Canadian Judicial System in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples.

Admission Requirements

- English 12 with a C+ or equivalent
- Letter of intent
- Successful interview with the Program Coordinator based on criteria reflecting the recommended student characteristics

Note: To participate in capstone/practicum you may need security clearance

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.

Program Duration

The program is part-time and can be completed in one year. Maximum time for completion is 3 years.

Short Certificate Exit: After successfully completing the first five courses of the program (GLDU 1201-1209), students will have the option of exiting the program with a Gladue Report Writing Short Certificate (9.0 Credits).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Apply the Gladue approach to write a holistic, individualized, and objective Gladue report that assists the Canadian Judicial System in making well-informed decisions
2. Apply a narrative and trauma-informed approach to gather, analyze, and communicate information for a Gladue Report
3. Identify and describe the legal history and legislation informing Gladue rights
4. Act professionally and ethically as a Gladue Writer
5. Explain the impact of colonialism on Indigenous peoples and their relationship with the Canadian Judicial System

Instructional Activities, Design and Delivery Mode

Courses are delivered through a combination of face-to-face and online instructional activities including, but not limited to, lectures, seminars, group discussion and activities, demonstrations, guest lectures, videos, clinical simulations, and field trips.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C to successfully complete each course and successfully complete each course to achieve the credential.

The Gladue Report Writing program is an applied program where students learn and practice hands-on skills. Attendance at all face-to-face classes is important in order to complete the program successfully.

Students that successfully complete all 18 credits will receive a Certificate in Gladue Report Writing. Students that complete the first five (5) courses (9 credits total) can choose to exit the program with a Short Certificate in Gladue Report Writing.

Recommended Characteristics of Students

- Awareness of Community Support Services
- Awareness of the Canadian Judicial System
- Appreciation of Indigenous Cultures and History
- Good Writing Skills
- Communication and Interpersonal Skills
- Interest or passion for Indigenous justice

Courses

Course #	Course Name	Credits
GLDU 1201	Professionalism in Gladue Report Writing	1.0
GLDU 1203	Impacts of Colonization Past and Present	2.0
GLDU 1205	Indigenous People and the Canadian Judicial System	2.0
GLDU 1207	Capturing the Sacred Story	2.0
GLDU 1209	Gladue Report Writing	2.0
GLDU 1211	Gladue Report Capstone	9.0

Total Program Credits: 18.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: <http://www.vcc.ca/about/governance--policies/policies/>



DECISION NOTE

DATE: June 26 2019

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition - Gladue Report Writing Certificate Program

BACKGROUND:

The Gladue Report Writing Program is designed in response to the Canadian Criminal Code Section 718.2(e) to prepare students to plan, organize, write, and present essential information to assist the Canadian criminal justice system in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples. Graduates of this program will be prepared to write Gladue reports in various Indigenous support positions in and across community settings.

The Gladue Report Writing Certificate consists of five courses and a capstone (18 credits and 375 hours). Flexible admission will be available as all of the courses, with the exception of the capstone, include prior learning assessment and recognition (PLAR). The admission requirements for the program are the following:

- English 12 with a C+ or equivalent
- Letter of intent
- Interview with the Program Coordinator based on criteria reflecting the recommended student characteristics
- Note: To participate in capstone students may need security clearance

The Gladue Report Writing Certificate is a part-time weekend program that allows students to work while pursuing their studies. Students can complete the program in 1 year or take up to 3 year(s). The proposed launch date of the certificate is Fall 2019. Curriculum was presented at Curriculum Committee March 19th, 2019 and approved at Education Council April 9th, 2019.

DISCUSSION:

This program is unique within Canada, with the exception of a short online course (18 hours) delivered by the Indigenous Perspectives Society. The program at VCC would offer students a much more comprehensive training experience over the course of 375 program hours to sufficiently prepare them for work in this field. This program was developed in response to feedback from various stakeholders such as Program Advisory Committee members, potential program partners, and prospective sponsor organizations, who have all stressed the importance of a robust training program that includes mentorship, which is a significant component of the capstone.

In British Columbia, several other institutions offer similar training at comparable tuition rates, as illustrated in the chart below.

INSTITUTION	PROGRAM	CREDENTIAL	# OF CREDITS	ESTIMATED COST (TUITION AND FEES)
VCC	Counselling Skills Foundational Certificate	Certificate	25	\$6,849
Native Education College (NEC)	Aboriginal Justice Studies	Certificate	39*	\$6,700
UBC Continuing Studies	Aboriginal Health and Community Administration	Certificate	Non-credit	\$5,595
VCC	Gladue Report Writing Certificate	Certificate	18	\$5,188
Indigenous Perspectives Society	Gladue Report Training	None	Non-credit	\$1,800

* Includes transfer-credit options at SFU and NVIT

Gladue Report Writers work as independent contractors, usually on a part-time basis. The main source of funding for Gladue Reports in BC is Legal Services Society (LSS), who maintain a roster writers and fund approximately 300 reports per year. New writers on the roster can expect to earn \$1500 per report, whereas more experienced writers may earn \$2100 per report for reports for dangerous offenders. Reports take approximately 25-40 hours to complete, and it is not advised that writers attempt to complete more than two reports each month.

Members of the Program Advisory Committee (PAC) have indicated that demand for Gladue reports is expected to increase throughout BC and Canada in the years to come. Currently, additional forms of funding are being sought in order to increase the accessibility of this course for Indigenous students. Plans for the program include delivery on a contract basis, and an online component to broaden the audience.

The tuition fee incorporates an anticipated one-time implementation cost of \$15,000 for travel expenses for the founding instructor to deliver the first session, which has been pro-rated as a departmental expense at \$5,000 per year for the first three years of program delivery.

RECOMMENDATION:

To ensure the success of the program, the tuition should be competitive with similar program at this and other institutions to ensure the program remains financially stable. The recommended tuition for VCC's Gladue Report Writing Certificate Program is **Option 2** at **\$5,188** 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 \$5,188 for the Gladue Report Writing Certificate Program, effective June 26, 2019.

ATTACHMENT: APPENDIX A – Costing for Gladue Report Writing Certificate Program

PREPARED BY: Claire Sauvé, Interim Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies

Vancouver Community College
School of Continuing Studies
Human Social Services Department
Gladue Report Writing Certificate
Org Code: 6093

APPENDIX A

Scenario	OPTION 1	OPTION 2	OPTION 3	OPTION 4
	Tuition fee with 5% Net contribution \$4,915	Tuition fee with 10% Net contribution \$5,188	Tuition fee with 15% Net contribution \$5,493	Tuition fee with 20% Net contribution \$5,837
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	9	9	8
Instructors paid hours (IPH)	180	180	180	180
Net contribution to VCC overhead / (Deficit)	\$ 2,457	\$ 5,188	\$ 8,240	\$ 11,673
Net contribution to VCC overhead / (Deficit) % from Revenue	5 %	10 %	15 %	20 %
Cost per student	\$ 4,669	\$ 4,669	\$ 4,669	\$ 4,669
Other fees collected for third parties per student	\$ -	\$ -	\$ -	\$ -
Total tuition and other fees per student	\$ 4,915	\$ 5,188	\$ 5,493	\$ 5,837
Revenue				
Tuition fees	\$ 49,150	\$ 51,880	\$ 54,932	\$ 58,365
Total Revenue	\$ 49,150	\$ 51,880	\$ 54,932	\$ 58,365
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	\$ 12,870	\$ 12,870	\$ 12,870	\$ 12,870
Department admin staff at .1 FTE (incl. benefits)	\$ 8,762	\$ 8,762	\$ 8,762	\$ 8,762
Total Labour Costs	\$ 21,632	\$ 21,632	\$ 21,632	\$ 21,632
Non-Labour				
Department supplies and general expenses	\$ 5,569	\$ 5,569	\$ 5,569	\$ 5,569
Total Non-Labour Costs	\$ 5,569	\$ 5,569	\$ 5,569	\$ 5,569
Total Direct Program Expenditures	\$ 27,202	\$ 27,202	\$ 27,202	\$ 27,202
Indirect Program Expenditures				
CS admin & support staff	\$ 10,836	\$ 10,836	\$ 10,836	\$ 10,836
CS supplies and general expenses	\$ 873	\$ 873	\$ 873	\$ 873
Institutional support	\$ 7,782	\$ 7,782	\$ 7,782	\$ 7,782
Total Indirect Expenditures	\$ 19,491	\$ 19,491	\$ 19,491	\$ 19,491
Total Direct and Indirect Cost	\$ 46,692	\$ 46,692	\$ 46,692	\$ 46,692
Net contribution to VCC overhead / (Deficit)	\$ 2,457	\$ 5,188	\$ 8,240	\$ 11,673
Net contribution to VCC overhead / (Deficit)	5 %	10 %	15 %	20 %



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR BOARD APPROVAL:**
New Electude e-book mandatory domestic fee for Automotive Service Technician (AST) Programs

BACKGROUND:

The Automotive Service Technician (AST) programs at VCC have been growing over the last few years, and the demand for AST programs will continue to grow as the industry rapidly evolves and we take into account the year over year increased demand from international students. Currently, VCC offers 4 intakes per year of the Automotive Service Technician Foundation Certificate programs and 6 intakes per year of the Automotive Service Technology Diploma program (International Cohort). In addition, we also offer 14 cohorts of Apprenticeship training. VCC is proud to offer competitive programs in British Columbia; in fact, VCC is one of the few public post-secondary institutions in BC that offers a diploma in AST to international students. In order to stay competitive and to continue to provide excellent learning experiences for both domestic and international students, we are also seeking to add new advanced teaching aids and learning technology to meet the needs of the next generation of students and learners, align with the industry standards, and evolve and change at the same pace as the automotive service industry.

It is imperative we continue to source and implement new teaching and training platforms that transform the learning experience for our students and faculty at VCC. Electude is one of the best learning platforms in the automotive industry. Electude will provide an exceptional experience to our students as it is a comprehensive online curriculum of interactive lessons and is designed for teaching and educating automotive students and technicians. Electude is used in over 100 high schools in Canada and many colleges including Centennial College and BCIT. The estimated implementing cost for this platform is \$1995, which includes a yearly implementation fee of \$1000 and one-time training of \$995. There will be two types of vouchers for students to buy, a 12-month voucher for the foundation students, and a 24-month voucher for the International Diploma. The average cost for VCC per voucher is \$72 for the 12-month and \$132 for the 24-month.

We are proposing a fee structure to recover the cost of the vouchers and achieve an estimate \$10,790 surplus per year based on 2018–2019 enrollment data.

DISCUSSION:

VCC provides high-quality educational experiences, offering 120 different programs for students and apprentice training. Of these programs, the Automotive Service Technician programs provide knowledge and practical experience with which graduates gain the skills necessary to succeed in the automotive technology industry. The Automotive Service Technology Diploma program is geared to train international students. The program has been very successful to which we have added 2 additional afternoon cohorts.

The Automotive industry will continue to grow, evolve, and adapt to the new technology. In recent years, the automotive industry has worked hand-in-hand with major technology companies in order to deliver the most advanced, safest and most comfortable vehicles in the market. Vehicles are becoming large smart devices with advance emergency braking capabilities, mapping technology for autonomous driving, and better fuel efficiency. The training institutions are under pressure to integrate technology-based learning into their curricula to provide the skills required to solve problems in the automotive industries that have yet to arise. Keeping up with the changes in the automotive industry, increases the operating costs for training institutions that need to procure new training aids. An alternative and more cost-effective solution to keep up with the changes in the technology is to integrate simulations and gamifications-based learning into the current curricula.

There is an imperative need to revolutionize our education system in the Automotive Service Technicians programs by implementing an advanced training platform that results in the best student experience and enhances the learning outcomes for our students; therefore, The Automotive Service Department recommends adding “Electude” as new teaching and training platform to its teaching and training tools.

Currently, there are not enough e-learning training modules for students that use gaming, simulations and 3D animation. These training techniques allow students to experiences various scenarios and learn in an environment that is safe, interactive, and fun at a very low cost comparing to other teaching aids. In a study titled “Serious Games and Virtual Simulator for Automotive Manufacturing Education and Training” published by ELSEVIER (one of the world’s major providers of scientific, technical, and medical information) researchers found the students who used games and virtual simulators over performed students who used traditional learning methods.

Our main objective is to revolutionize our education system by implementing a new learning platform to meet and exceed student needs and industry standards. Our goal is to provide our students with a comprehensive online curriculum that includes interactive lessons and quizzes designed for teaching and educating automotive students and technicians. Students gain insight and knowledge through various interactive activities, animations and simulations.

About Electude (<https://www.electude.com/>):

Electude was founded in 1990 and is currently used by thousands of schools, companies and governmental organizations in over 50 countries. The Electude platform curricula consists of hundreds of interactive lessons that are designed specifically for instructing today’s generations of automotive learners. Electude is replacing traditional textbooks with it innovative and effective approach to learning.

Key facts about Electude:

- Utilizes gaming technology to engage, motivate, excite and retain learners.
- Introduces and develops critical thinking and decision making, as well as automotive diagnostic skills and training.
- Gives instructors everything needed to create, teach, track and test students.
- Available 24 hours and can be used from any web-enabled device.
- Has over 300,000 users and over 30,000 instructors and teachers.
- Over 3000 institutions in over 50 countries are using Electude.
- The platform is available in 35 languages, directly benefiting our EAL learners.

The following tables present an initial estimate of costs.

Implementation Costs

Item	Value	Total Cost (\$)
Implementation fee per year	\$1000	\$1000
Training- one time	\$995	\$995
Total cost	\$1995	\$1995

Training is completed online. Travelling expenses will be added for on-site training

Voucher Costs

Item	12-month voucher (Foundation students) \$ per voucher
0-50 Vouchers	\$72
51-100 Voucher	\$66
101+	\$60

the cost per voucher will increase by \$4 as of July 15th, 2019

Cost Recovery Proposal:

VCC will buy the vouchers in bulk and sell them to students. The table below shows the estimated costs /revenue based on 2018-2019 enrollment data.

Cost to VCC

Program	#students	Electude cost to VCC per voucher	
Foundation	60	\$66	\$3960

Cost per voucher students: Fee price will be \$135 for the one-year voucher.

Net contribution (12-month voucher) = \$135-\$66 = **\$69**

Estimated Revenue

Program	#students	Electude. Revenue per Student	Total Revenue
Foundation	60	\$135	\$8100
Total Revenue			\$8100
Not contribution = \$8100 - \$3960 = \$4140			

OPTIONS

Option 1: Implement new Electude e-book fee to recover associated costs and a small contribution to VCC's overhead.

One-year voucher – Electude ebook fee of \$135 per student

Implications: This option ensures the long-term use of this product and will enable VCC to adapt to pricing changes as they will rise year to year.

Option 2: Implement new Electude e-book fee to recover direct costs.

One-year voucher – Electude ebook fee of \$66 per student

Implications: This option will only cover direct cost of purchase, and could result in a net loss over additional years as prices rise.

RECOMMENDATION: OPTION 1

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of new Electude e-book mandatory domestic fees for Automotive Service Technician Programs, effective June 26, 2019:

One-year voucher – Electude ebook fee of \$135 per student

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology and Design

DATE: June 20, 2019



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors

DATE: June 26, 2019

ISSUE: New Electude e-book mandatory international fee for Automotive Service Technician (AST) Programs

BACKGROUND:

The Automotive Service Technician (AST) programs at VCC have been growing over the last few years, and the demand for AST programs will continue to grow as the industry rapidly evolves and we take into account the year over year increased demand from international students. Currently, VCC offers 4 intakes per year of the Automotive Service Technician Foundation Certificate programs and 6 intakes per year of the Automotive Service Technology Diploma program (International Cohort). In addition, we also offer 14 cohorts of Apprenticeship training. VCC is proud to offer competitive programs in British Columbia; in fact, VCC is one of the few public post-secondary institutions in BC that offers a diploma in AST to international students. In order to stay competitive and to continue to provide excellent learning experiences for both domestic and international students, we are also seeking to add new advanced teaching aids and learning technology to meet the needs of the next generation of students and learners, align with the industry standards, and evolve and change at the same pace as the automotive service industry.

It is imperative we continue to source and implement new teaching and training platforms that transform the learning experience for our students and faculty at VCC. Electude is one of the best learning platforms in the automotive industry. Electude will provide an exceptional experience to our students as it is a comprehensive online curriculum of interactive lessons and is designed for teaching and educating automotive students and technicians. Electude is used in over 100 high schools in Canada and many colleges including Centennial College and BCIT.

DISCUSSION:

VCC provides high-quality educational experiences, offering 120 different programs for students and apprentice training. Of these programs, the Automotive Service Technician programs provide knowledge and practical experience with which graduates gain the skills necessary to succeed in the automotive technology industry. The Automotive Service Technology Diploma program is geared to train international students. The program has been very successful to which we have added 2 additional afternoon cohorts.

The Automotive industry will continue to grow, evolve, and adapt to the new technology. In recent years, the automotive industry has worked hand-in-hand with major technology companies in order to deliver the most advanced, safest and most comfortable vehicles in the

market. Vehicles are becoming large smart devices with advance emergency braking capabilities, mapping technology for autonomous driving, and better fuel efficiency. The training institutions are under pressure to integrate technology-based learning into their curricula to provide the skills required to solve problems in the automotive industries that have yet to arise. Keeping up with the changes in the automotive industry, increases the operating costs for training institutions that need to procure new training aids. An alternative and more cost-effective solution to keep up with the changes in the technology is to integrate simulations and gamifications-based learning into the current curricula.

There is an imperative need to revolutionize our education system in the Automotive Service Technicians programs by implementing an advanced training platform that results in the best student experience and enhances the learning outcomes for our students; therefore, The Automotive Service Department recommends adding “Electude” as new teaching and training platform to its teaching and training tools.

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Our main objective is to revolutionize our education system by implementing a new learning platform to meet and exceed student needs and industry standards. Our goal is to provide our students with a comprehensive online curriculum that includes interactive lessons and quizzes designed for teaching and educating automotive students and technicians. Students gain insight and knowledge through various interactive activities, animations and simulations.

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Key facts about Electude:

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- Introduces and develops critical thinking and decision making, as well as automotive diagnostic skills and training.
- Gives instructors everything needed to create, teach, track and test students.
- Available 24 hours and can be used from any web-enabled device.
- Has over 300,000 users and over 30,000 instructors and teachers.
- Over 3000 institutions in over 50 countries are using Electude.
- The platform is available in 35 languages, directly benefiting our EAL learners.

TUITION:

As per the Tuition Policy, international fees are set by Administration and do not require Board approval. They are presented to Finance and Audit Committee and the Board for information only.

The following tuition was recommended and approved by Senior Executive:

- Electude e-book fee of \$265 per international student for Automotive Service Technology Diploma programs.

This price level ensures the long-term use of this product and will enable VCC to adapt to pricing changes as they will rise year to year.

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology and Design

DATE: June 20, 2019



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy and Procedures

BACKGROUND:

D.1.4 Curriculum/Educational/Institutional Materials Created within the College was initially approved November 2003 and most recently revised March 2009. This policy explains the ownership of copyright/patent rights as these apply to “curriculum, educational, institutional, creative and other materials created by [VCC] employees.”

Besides updating the format of the policy document to align with current College standards, there has been clarifying language added to the definition of materials covered by D.1.4. The policy principles and procedures have also been revised to address specifically the respectful use of Indigenous knowledge, with reference to Article 31 of the *United Nations Declaration on the Rights of Indigenous Peoples*.

Education Policy Committee discussed whether work done on professional development (PD) time would be covered under the assigned duty exception to College ownership and concluded that such work would indeed be included under this exception.

DISCUSSION:

The suggested changes have been reviewed and approved by Education Council on May 14, 2019 and the Governance Committee on June 17, 2019.

RECOMMENDATION:

THAT, on the advice of Education Council and the Governance Committee, the Board of Governors approve, the revised D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy and Procedures, as presented on June 26, 2019.

ATTACHMENTS: APPENDIX A - D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy
APPENDIX B - D.1.4 Curriculum/Educational/Institutional Materials Created within the College Procedures
APPENDIX C - D.1.4 Curriculum/Instructional Materials Created within the College Policy (March 2009)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 20, 2019

APPENDIX A



POLICY

Policy No.	D.1.4
Title	Curriculum/Educational/Institutional Materials Created within the College
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

CONTEXT AND PURPOSE

To establish ownership of copyright and/or patent rights for curriculum, educational, institutional, creative and other materials created by employees of Vancouver Community College (VCC; the College).

SCOPE AND LIMITS

This policy applies to all employees of VCC, and is subject to all applicable federal and international copyright and patent laws.

STATEMENT OF POLICY PRINCIPLES

1. The College owns copyright and patent for curriculum, educational, institutional, creative and other materials, in any format, that are produced using College time, services or materials, in the course of employment, unless one of the following exceptions applies

Exceptions:

 - a. An agreement has been entered into which vests copyright or patent with the employee or a third party. An example of such an agreement is the VCC/VCCFA Common Agreement (Appendix I)
 - b. Faculty have prepared or created materials as part of their assigned duties (see Appendix I)
2. With regard to the respectful use and protection of Indigenous knowledge, the College will honour the United Nations Declaration on the Rights of Indigenous Peoples, Article 31 (Appendix II)

DEFINITIONS

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Patent: Defined in the Patent Act as “letters patent for an invention”.

Curriculum, educational, institutional, creative and other materials: Includes physical and digital versions of all materials created by College employees for instructional and College purposes, and includes books, laboratory manuals, exercises, audio and video materials, images, photos, computer software, instructional strategies, PowerPoint presentations, creative work, annual reports, strategic plans, information/decision notes, and other materials.

RELATED LEGISLATION & POLICIES

Legislation

Copyright Act, RSC 1985, c C-42 <http://laws-lois.justice.gc.ca/eng/acts/C-42/>

Patent Act, RSC 1985, c C-4 <http://laws-lois.justice.gc.ca/eng/acts/P-4/>

Policies

D.1.3 Copyright

RELATED PROCEDURES

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Procedures.

APPENDIX I

VCC/VCCFA Common Agreement Article 5

The following written agreement contained in the VCC/VCCFA Collective Agreement, Article 5, 2014-2019 [Common Agreement](#) covers VCCFA members.

Article 5 – Copyright and Intellectual Property

5.1 Copyright Ownership

The copyright or patent for any work product, including creative work, instructional strategies or curriculum/instructional material, software or any other material or technology that may be copyrighted or patented:

- 5.1.1 belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns; and
- 5.1.2 belongs to the institution where one or more employees:
 - (a) have been hired or agrees to create and produce copyrightable work product for the institution, or
 - (b) are given release time from usual duties to create and produce copyrightable work product, or
 - (c) are paid, in addition to their regular rate of pay, for their time in an appointment to produce copyrightable work product.

5.2 Employer Rights to Materials Copyrighted by Employee(s)

Where the employee holds the copyright pursuant to 5.1.1, the institution shall have a right to use his/her copyrighted material in perpetuity for institutional purposes. The institution may amend and update the copyrighted material with the approval of the employee(s) holding the copyright to the material. Such approval will not be unreasonably withheld.

5.3 Employee Rights to Materials Copyrighted by the Employer

Where the institution holds the copyright pursuant to 5.1.2, the employee(s) shall have the right to use in perpetuity, free of charge, such copyrighted material. The employee may amend and update the copyrighted material with the approval of the institution holding the copyright to the material. Such approval will not be unreasonably withheld.

5.4 Joint Review

JADRC may, at the request of either party, review issues arising from the application of this article.

APPENDIX II**United Nations Declaration on the Rights of Indigenous Peoples****Article 31**

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

APPENDIX B



PROCEDURES

Policy No.	D.1.4
Title	Curriculum/Educational/Institutional Materials Created within the College
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

1. Ideally, prior to starting an assignment or project that will produce materials, copyright ownership should be established by means of an agreement between the College and the employee(s), and the VCCFA when pertinent, especially when there is uncertainty around who owns copyright
2. As appropriate, employee(s) will contact the Coordinator, Copyright & Scholarly Communications to initiate discussions around copyright ownership.
3. The Dean, Library, Teaching & Learning Services will represent the College in reaching an agreement.
4. Copyright agreements between the College and employee(s) will be kept on file in the office of the Dean, Library, Teaching & Learning Services.
5. For print or digital materials that will be sold through the College Bookstore, the College and employee(s) will reach an agreement regarding the distribution of royalties.
6. For works that will be published as *Open Access Resources* and/or with *Creative Commons Licensing*, the agreement will outline copyright ownership.
7. It is the responsibility of employees to ensure that the materials they create are copyright compliant.
8. The Coordinator, Copyright & Scholarly Communications will offer copyright support to College employees who produce materials, including guidance on copyright compliance, ownership and open source licensing.
9. For works that will be published in-print or digitally, and as appropriate, the Coordinator, Copyright & Scholarly Communications will review the material for copyright compliance.

10. For works that contain Indigenous knowledge, there will be an agreement among the College, Indigenous Education and Community Engagement, and the author, which respects article #31 of the UN Declaration of the Rights of Indigenous Peoples.

RELATED PROCEDURES

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy

DRAFT



Title: **Curriculum/Instructional Materials Created within the College Policy**

Effective Date: **November 27, 2003**
revised March 2009

Policy Category: **Education Support**
Number: **D.1.4.**

Curriculum/Instructional Materials Created within the College Policy

Purpose

- ❑ To establish copyright and/or patent rights for curriculum, instructional, creative and other materials produced by employees of the College.
- ❑ To advise the VCC Community about the limitations and procedures outlined by the Copyright Act of Canada and the College's license with *Access* © or materials created by College employees

Policy

Where College time, services or materials are used in the production of curriculum, instructional, creative and other materials in any format, including but not limited to print, digital and audio visual, and/or where such a work is made in the course of employment, the copyright or patent of that work belongs to Vancouver Community College. A written agreement may exist or an agreement may be entered into, that provides copyright or patent to be vested either with the employee or with a third party. An example of such an agreement is the VCC/VCCFA Common Agreement (Appendix I).

Applies to

The VCC community

Procedures

Prior to starting an assignment, project or undertaking that may be expected to result in a copyrightable work, ownership should be established by means of agreement between the College and the employee(s), and the VCCFA when pertinent, especially if there is any question that the College should own copyright. The appropriate Dean/Director and the Director of Library and Learning Resources represent the College in reaching such an agreement.

The College and employee(s) shall consider, in addition to copyright ownership, whether the material will be sold through the College Bookstores. If so, consideration and discussion regarding royalties and the distribution of any such royalties should be entered into. Prior to publishing of material, the Director of Library and Learning Resources or delegate shall review material for copyright compliance.

Replaces

Policy 6.1.2.2 (1981) Curriculum/Instructional
Materials Created Within the College:
Copyright/Patent

Definitions:

Copyright is defined in the *Copyright Act of Canada* (R.S.C. 1999 c. C-42) as “the sole right to produce or reproduce the work or a substantial part thereof in any material from whatever, to perform, or in the case of a lecture to deliver the work or any substantial part thereof in public, or if the work is unpublished, to publish the work or any substantial part thereof...” According to the *Act*, protection of works is automatic and exists as soon as a work is created and in most cases continues until 50 years after the creator’s death.

Curriculum, instructional, creative and other materials are defined to include books, laboratory manuals, guides, audio and video materials, digital resources, films, slides, transparencies and computer software, instructional strategies and creative work, while not excluding other materials produced by College employees for instructional and college purposes.

Patent is defined in the Patent Act (R.S.C. 1999,

c.P-4, s.2) to mean “letters patent for an invention”.

Responsibilities

The Director of Library and Learning Resources administers work in which the College holds partial or full copyright and determines compliance to copyright legislation and license.

References

VCC Copyright Policy
R.S.C. 1999, c. C-42 Copyright Act of Canada
R.S.C. 1999, c. P-4, Patent Act of Canada

APPENDIX I

VCC/VCCFA Common Agreement Article 5

The following written agreement contained in the VCC/VCCFA Collective Agreement, Article 5, 2007-2010 Common Agreement covers VCCFA members.

Article 5 – Copyright and Intellectual Property

5.1 Copyright Ownership

The copyright or patent for any work product, including creative work, instructional strategies or curriculum/instructional material, software or any other material or technology that may be copyrighted or patented:

5.1.1 belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns; and

5.1.2 belongs to the institution where one or more employees:

- (a) have been hired or agrees to create and produce copyrightable work product for the institution, or
- (b) are given release time from usual duties to create and produce copyrightable work product, or
- (c) are paid, in addition to their regular rate of pay, for their time in an appointment to produce copyrightable work product.

5.2 Employer Rights to Materials Copyrighted by Employee(s)

Where the employee holds the copyright pursuant to 5.1.1, the institution shall have a right to use his/her copyrighted material in perpetuity for institutional purposes. The institution may amend and update the copyrighted material with the approval of the employee(s) holding the copyright to the material. Such approval will not be unreasonably withheld.

5.3 Employee Rights to Materials Copyrighted by the Employer

Where the institution holds the copyright pursuant to 5.1.2, the employee(s) shall have the right to use in perpetuity, free of charge, such copyrighted material. The employee may amend and update the copyrighted material with the approval of the institution holding the copyright to the material. Such approval will not be unreasonably withheld.

5.4 Joint Review

JADRC may, at the request of either party, review issues arising from the application of this article.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 26, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2020-2021 Academic Schedule

BACKGROUND:

The Academic Schedule identifies important dates in VCC students' academic lives including, but not limited to, the following: deadlines for payment and adding/dropping courses; refunds; registration in courses/programs; application for graduation; closures and statutory holidays.

The Academic Schedule Ad Hoc Committee, in consultation with the deans, oversees the development of the Academic Schedule. Industry Training Authority (ITA) programs and non-credentialed courses/programs in Continuing Studies are exempt from this process.

As required by Section 23(1) of the College and Institute Act, the Board of Governors, with the advice of Education Council, must approve the Academic Schedule for each year, typically 15-18 months prior to the start of that academic year.

DISCUSSION:

Education Council reviewed and approved the 2020-2021 Academic Schedule on June 11, 2019.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the 2020-2021 Academic Schedule, as presented on June 26, 2019.

ATTACHMENTS: APPENDIX A – Academic Schedule 2020-2021

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 11, 2019

Academic Schedule 2020-21

Terms and Breaks	
Fall Term 2020	8th September 2020 to 23rd December 2020
Winter Term 2021	4th January 2021 to 30th April 2021
Spring/Summer Term 2021	3rd May 2021 to 31st August 2021

Holiday Closure	24th December 2020 to January 1st 2021
VCC Day	TBD Oct/November, 2020

Statutory Holidays	
Labour Day	Monday September 7th 2020
Thanksgiving	Monday October 12th 2020
Remembrance Day	Wednesday November 11th 2020
Family Day	Monday February 15th 2021
Good Friday	Friday April 2nd 2021
Easter Monday	Monday April 5th 2021
Victoria Day	Monday May 24th 2021
Canada Day	Thursday July 1st 2021
BC Day	Monday August 2nd 2021

2020																2021																									
September						October						November						December						January						February											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	28						
																					31																				

2021																																									
March						April						May						June						July						August											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30	31				
														30	31																										

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

Academic Schedule/Calendar Program/Course Delivery 2020/21

School of Arts and Science		Terms when programs start			
Program	Notes:	Fall 2020	Winter 2021	Spring 2021	Summer 2021
ABE Lab - Purple Door - Computer Studies	Self paced	☑	☑	☑	
ABE Youth Program	Self-paced, Continuous intake	☑	☑	☑	
Access to Career Education - Career Programming	class-based and self-paced	☑	☑	☑	
ASL & Deaf Studies - ASL Level 1	Part-Time	☑	☑		☑
ASL & Deaf Studies - ASL Level 2	Part-Time	☑			
ASL & Deaf Studies - ASL Level 3	Part-Time		☑		
ASL & Deaf Studies - Certificate	Full-Time	☑			
Basic Education - Computers	Self-paced, Continuous intake	☑	☑	☑	
Basic Education - English	Class based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Math	Class-based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Outreach	Self-paced, Continuous intake	☑	☑	☑	
College and Career Access - English & Social Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College and Career Access - English Skills and Prep	(CCA) - Class-based	☑	☑	☑	
College and Career Access - Math & Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College Foundation - Biology	Class based	☑	☑	☑	☑
College Foundation - Chemistry	Class based	☑	☑	☑	☑
College Foundation - English	Class based	☑	☑	☑	
College Foundation - Law	Class based	☑	☑		
College Foundation - Math	Class based	☑	☑	☑	☑
College Foundation - Physics	Class based	☑	☑	☑	
College Foundation - Psychology	Class based	☑	☑		
Community & Career Education - Career Awareness	(CCED) Full - Time	☑			
Community & Career Education - Computer Applications	(CCED) Part-Time	☑			
Community & Career Education - Food Services Careers	(FSCR) Full-Time	☑			
Community & Career Education - Managing Your Money	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 3	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 4	(CCED) Part-Time	☑			
Community & Career Education - Retail & Hospitality Careers	(REHC) Full-Time	☑			
Dance - Diploma	Cohort, Class based	☑			
Deaf & Hard of Hearing - ASL and Literacy	Grouped classes	☑		☑	
Deaf & Hard of Hearing - Job Readiness		☑			
Deaf & Hard of Hearing - Speechreading		☑	☑	☑	
English as an Additional Language – Pathways		☑	☑	☑	
English as an Additional Language – Pronunciation		☑	☑	☑	
English as an Additional Language - Grammar		☑	☑	☑	
English as an Additional Language – IELTS Prep		☑			
English as an Additional Language – Communication for Engineers		☑			
English as Another Language - CELBAN Prep	Class based	☑	☑	☑	
Music - Diploma		☑			
Music - Degree		☑			
University Transfer – Arts Certificate		☑			
University Transfer – Science Certificate		☑			
University Transfer - Software Systems		☑			
University Transfer – Engineering		☑			
University Transfer		☑			
Visually Impaired		☑			

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

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

Centre of Continuing Studies		Terms when programs start			
Program	Notes:	Fall 2020	Winter 2021	Spring 2021	Summer 2021
Building Manager Certificate		☑	☑	☑	

Academic Schedule/Calendar Program/Course Delivery 2020/21

Building Service Worker		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business and Technical Writing Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business Leadership and Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Accelerated			<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Part-Time	<input checked="" type="checkbox"/>			
Counselling Skills Foundational Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Writing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Childhood Education		<input checked="" type="checkbox"/>			
Fashion Design & Production Diploma		<input checked="" type="checkbox"/>			
Fashion Merchandising		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jewellery - Non-credit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Languages		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Makeup Artistry Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Management Skills for Supervisors Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MasterValuer Appraisal Certificate of Completion		<input checked="" type="checkbox"/>			
Medical Device Reprocessing Technician		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
NETT (Networking Technology) Program		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Office Administration Certificates	(Administration and Supervision, Legal Office Skills, Medical Office Skills, and Records Management Skills streams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Small Business		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport and Recreation Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tea Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Volunteer Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wedding and Event Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wine Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

This Academic Schedule is subject to change

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

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

School of Health Sciences		Terms when programs start			
		Fall 2020	Winter 2021	Spring 2021	Summer 2021
Program	Notes:				
Access to Practical Nursing		<input checked="" type="checkbox"/>			
Acute Care Skills for Health Care Assistants	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Bachelor of Science (Nursing)	Year 1 Entry	<input checked="" type="checkbox"/>			
Bachelor of Science (Nursing)	Advanced Entry		<input checked="" type="checkbox"/>		
Certified Dental Assisting - Distance Delivery	Non-term based - monthly intakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Certified Dental Assisting (on-site)	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene - diploma	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene - degree	Non-term based	<input checked="" type="checkbox"/>			
Dental Reception Coordinator	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dental Technology		<input checked="" type="checkbox"/>			
Denturist		<input checked="" type="checkbox"/>			
Health Care Assistant	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care Assistant - ESL		<input checked="" type="checkbox"/>			
Health Unit Coordinator	Non-term based		<input checked="" type="checkbox"/>		
Medical Lab Assistant	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Occupational/ Physical Therapist Assistant	Non-term based - Year 1	<input checked="" type="checkbox"/>			
Pharmacy Technician	Non-term based		<input checked="" type="checkbox"/>		
Practical Nursing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pre-Health Sciences		<input checked="" type="checkbox"/>			

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

School of Hospitality, Food and Business		Terms when programs start			
		Fall 2020	Winter 2021	Spring 2021	Summer 2021
Program	Notes:				
Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Business Technology		<input checked="" type="checkbox"/>			
Asian Culinary Arts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - ACE-IT Foundation					<input checked="" type="checkbox"/>
Baking & Pastry Arts - Apprentice Level 1			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 2			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 3			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Artisan Baking		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Artisan Baking International		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Pastry			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Pastry - (ESL)		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Pastry (International 5 months)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Canadian Business Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business & Project Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cook Apprentice (monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culinary Arts High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Executive Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hospitality Management - Degree		<input checked="" type="checkbox"/>			
Hospitality Management - Degree (Executive Chort)		<input checked="" type="checkbox"/>			
Hospitality Management - Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Office Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Transcriptionist		<input checked="" type="checkbox"/>			
Culinary Arts Diploma (International) (Monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional Cook 1 (Monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Cook 1 ESL		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Cook 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

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

School of Instructor Education		Terms when programs start			
		Fall 2020	Winter 2021	Spring 2021	Summer 2021
Program	Notes:				

Academic Schedule/Calendar Program/Course Delivery 2020/21

Certificate in Online/eLearning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Provincial Instructor Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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

School of Trades, Technology and Design		Terms when programs start			
Program	Notes:	Fall 2020	Winter 2021	Spring 2021	Summer 2021
Automotive Collision - Apprentice Level 1		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 2		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing - High School		<input checked="" type="checkbox"/>			
Automotive Collision and Refinishing - RayCam			<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Collision and Refinishing Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Collision Glass Technician Apprentice		<input checked="" type="checkbox"/>			
Automotive Paint and Refinishing Prep Apprentice		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Automotive Refinishing - Prep Foundation		<input checked="" type="checkbox"/>			
Automotive Refinishing Prep Apprentice			<input checked="" type="checkbox"/>		
Automotive Refinishing Prep High School			<input checked="" type="checkbox"/>		
Automotive Service Technician - E-pprentice		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice - ACE-IT	Britannia	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 1				<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Service Technician Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Service Technology Diploma	2 year program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CAD and BIM - Architectural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Architectural, Civil, Structural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Citation (4 months)	(Previously Drafting)			<input checked="" type="checkbox"/>	
CAD and BIM - Diploma streams	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Steel Detailing	(Previously Drafting)	<input checked="" type="checkbox"/>			
Computer Systems Technology	2 year program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Hair Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hair Design High School		<input checked="" type="checkbox"/>			
Heavy Mechanical - Diploma	2 year program				<input checked="" type="checkbox"/>
Heavy Mechanical - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 1		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 4 - CT			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 4 - HD		<input checked="" type="checkbox"/>			
Jewellery Art and Design		<input checked="" type="checkbox"/>			
Skin and Body Therapy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Communication Design	(previously Digital Graphic Design)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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