INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT FOR 2017/18

EDUCATION FOR A COMPLEX WORLD.

BCIT

BCIT instructor and student at the Centre for Architectural Ecology on Burnaby Campus.

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

EDUCATION
FOR A COMPLEX WORLD.

Accountability Statement: Letter to the Minister

Date: July 13, 2018

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Gov't
Victoria, BC V8W 9E2

Dear Minister:

We are pleased to submit the British Columbia Institute of Technology®'s Institutional Accountability Plan and Report for the 2017/18 reporting cycle to the Ministry of Advanced Education, Skills and Training. This report has been prepared in accordance with the Budget Transparency and Accountability Act and has been reviewed and approved by the British Columbia Institute of Technology (BCIT®) Board of Governors. BCIT is committed to and accountable for meeting the objectives outlined in this plan.

BCIT is committed to supporting Indigenous education, recognizing and respecting Indigenous peoples, and fostering engagement through Indigenous partnerships. A new course is being developed for the Bachelor of Science in Nursing program that will teach nurses about the true history of Indigenous peoples in Canada and how to best care for them in a culturally appropriate way. Development of a recruitment strategy is underway that will support Indigenous students. Holistic support of Indigenous learners promotes student success and improves the student experience by identifying barriers, improving pathways through BCIT from beginning to end, and ensuring that relevant services are available. To further supplement the BCIT Student Wellbeing Strategy, Indigenous Services is developing an eight-dimension Indigenous Wellness Toolkit that outlines support for learners. Indigenous 101 training has been delivered to approximately 600 employees across the Institute to support understanding and reciprocity among Indigenous and non-Indigenous people. During the coming year, the Institution will continue to actively participate in the engagement process to develop a comprehensive post-secondary strategy that responds to the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

BCIT is committed to partnering with the Ministry of Advanced Education, Skills and Training to expand BC's technology-related post-secondary programming in order to advance a knowledge-based economy. Over the coming years, BCIT will be expanding seats in our technology-related programs by 300 student spaces. With its active engagement in the BC Supercluster and Cascadia Innovation Corridor initiatives, BCIT continues to provide essential leadership and guidance to critical strategic objectives for the Province.

Over the past year, BCIT has strived to incorporate many initiatives and strategies to support government priorities:

MAKING LIFE MORE AFFORDABLE	▪ Providing tuition-free Adult Basic Education and English Language Learning courses and programs for domestic students
	▪ The BCIT Open Education Working Group supports and promotes the development and use of Open Education Resources and Open Education teaching practices, and functions as a community of practice
	▪ BCIT's Learning and Teaching Framework provides alignment with the teaching philosophies and designs embraced by the K–12 system to support a more seamless transition of high school students
	▪ Tuition and mandatory fees on BCIT programs and courses comply with the two percent annual cap
	▪ The Child Care Centre on the Burnaby Campus expanded by 25 spaces for children 30 months to school aged and 12 further spaces for infants and toddlers
DELIVERING THE SERVICES PEOPLE COUNT ON	▪ To date, 15 BCIT students (youth) formerly in care have benefitted from almost $80,000 in waivered tuition
	▪ BCIT has adopted an apprentice ratio target for government-funded infrastructure projects over $10 million
	▪ A Student Success Framework has been developed that highlights support services, engagement initiatives, and inclusivity
	▪ Indigenous Services serves as a welcoming 'home away from home' by providing Peer-2-Peer Mentorship, an Indigenous Speaker Series, Traditional Sweat Lodge Ceremonies, and Elders in Residence
	▪ The Disability Resource Centre empowers students to overcome the limits and barriers they may encounter while undertaking their BCIT education
	▪ Trades Discovery for Women is an example of a program at BCIT designed to expand access to trades and technical training for women
A STRONG, SUSTAINABLE ECONOMY	▪ The BCIT Centre for Workplace Education administers a variety of experiential education opportunities across many technology and trades programs
	▪ Trades Sampler program targeted at high school students to allow exploration of trades and technical programs
	▪ 98% of degree graduates are employed ▪ 91% of diploma and certificate graduates are employed ▪ 96% of apprentice completers are employed

BCIT offers wide-ranging programs that address real-world business needs, international activities, and partnerships with industry. We focus on providing career-ready, skilled graduates to a diverse range of industry sectors—and in doing so, we make a uniquely important contribution to the economic and social prosperity of British Columbia.

We are proud of the past year's achievements and intend to build on the initiatives outlined in BCIT's plan in the coming years.

Jack Davidson
Chair, Board of Governors

Kathy Kinloch
President

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Strategic Direction and Context

Strategic Direction

Established in 1964, BCIT has provincial mandate under the B.C. College and Institute Act [Bill 26–2004] to act as a polytechnic institution for British Columbia by offering technological and vocational instruction and baccalaureate and applied master's degree programs.

In 1964, BCIT's philosophy was to prepare job-ready graduates. Over the years, the Institute has seen many changes, but that basic philosophy continues. For that reason, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after talent in Canada. BCIT's fundamental commitment to graduates' career success is woven throughout the Institute's history.

BCIT's distinct position can be attributed to the core business of delivering trades, apprenticeship, and technology education and training in support of British Columbia's economic development. The Institute has cultivated partnerships with business and industry, high schools, and other post-secondary institutions. These partnerships have allowed the advancement of the Institute's vision by improving core offerings, increasing the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning (WIL) opportunities, and expanding partnerships to include foreign post-secondary institutions.

In fall 2014, the Board of Governors approved the BCIT Business Plan. The four key areas of focus in the business plan are Financial Sustainability, Building Capacity, Campus Development, and Strengthening Engagement. The plan identifies a number of significant initiatives, along with targeted outcomes supporting these key areas of focus. Key initiatives are brought forward annually, with activity updates provided on a quarterly basis. Community engagement and consultations are actively underway to refresh the BCIT Strategic Plan for winter 2019.

BCIT recognizes the importance of internal alignment with the changing needs of industry and government. The Institute will continue to support the Ministry of Advanced Education, Skills and Training in creating opportunities and capacity for Indigenous learners, former youth in care, technology-related programming, and industry training. As well, BCIT is committed to improving student mental health, safety, and well-being.

Vision

BCIT: Integral to the economic, social, and environmental prosperity of British Columbia.

Mission

BCIT exists to serve the success of learners and employers:

- BCIT is an Institute of higher education that exists to serve the citizens of British Columbia and its partners around the world, and to educate and train graduates who are career-ready, who are immediately productive in their chosen workplace, and who are ongoing assets to their employers.
- BCIT is an Institute of inclusion. We strive to make the benefits of a BCIT education available to all who come to the Institute prepared to meet our high standards. We educate, support, and care about our students and strive to graduate as many as possible.
- BCIT credentials are highly valued by business and industry. Our graduates receive a superior return on their investment in a BCIT education.
- BCIT exists to create the right kinds, quality, and quantities of skilled employees in professions that are in demand and can support a decent standard of living.
- The BCIT model of education focuses on launching and advancing careers, the broad availability of its programs, and the provision of education and training that can be accessed in an efficient amount of time.

Mandate

- BCIT's foundation is comprised of certificates, diplomas, and both undergraduate and graduate degrees: the entry-to-practice credentials that lead to rewarding careers. These are enhanced by programs and courses that are aligned with career development and growth, and include industry services, advanced studies, and continuing education.
- BCIT offers experiential and contextual teaching and learning with interdisciplinary experiences that model the evolving work environment.
- BCIT conducts applied research to enhance the learner experience and advance the state of practice.
- BCIT exercises its provincial mandate and priorities, as well as its internationalization initiatives, by collaborating globally with post-secondary systems and employers in activities that improve learner access and success.

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The value of new hires with a BCIT credential is forecasted at approximately $380 million and estimated to have a total value for the next five years of $2 billion.

Strategic Context

EXTERNAL SCAN

The external and internal environmental scans below describe the environment in which BCIT operates, along with the factors that have had, or may have, an impact on the Institute.

BC's Economic Performance

Economic performance in BC improved during 2016 with a real gross domestic product (GDP) growth rate of 3.5%[1]. The province is forecasting another year of modest real GDP growth at 3.4% in 2017[2]. If past patterns of growth in employment and GDP hold true, BC's economic growth outlook will have steady, moderate growth. However, an uncertain global economic environment, such as uncertain US fiscal and trade policies, potential for slower economic activity in Asia, and Europe's fragile economy, may affect the rate of growth in the long term. Indicators of BC's economic performance in 2017 reveal strong domestic activities and growth in consumer spending.

BCIT produces skilled, job-ready graduates who will meet the needs of high-demand sectors and expanding industries highlighted in the BC Labour Market Outlook. Public infrastructure development and other in-demand areas will require the apprenticeship system, and its education and training model, to adapt and respond to labour market demands. BCIT is committed to assisting in meeting the employment needs of the province by ensuring a focus on updated curriculum and training facilities, application of innovative instructional methods, and programs that are accredited by industry and regulatory bodies. The Institute is a significant contributor to the economic success of the province, as articulated in the BCIT Economic Impact Report published in 2017.

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Administrative efficiencies, cost savings, and sharing of best practices continue to be maximized through the Administrative Service Delivery Transformation initiative. BCIT is actively collaborating with the Ministry in the development of a common application system.

Polytechnic Education

BCIT is dedicated to enhancing BC's and Canada's productivity, growth, and innovation agendas. Some key drivers to enhancing productivity in BC include a focus on developing human capital, investing in physical capital, and promoting technological progress and innovation. BCIT is a founding member of Polytechnics Canada, a not-for-profit association based in Ottawa that represents Canada's 13 leading publicly-funded colleges, institutes, and polytechnics. The association conducts public policy research and analysis to ensure that colleges and institutes of technology are appropriately supported by federal programs for innovation, higher education, and apprenticeship training.

Polytechnics Canada, alongside colleges and universities, is recognizing the educational impact of work-integrated learning. Work-integrated learning is becoming increasingly popular in higher education settings[3]. Higher education institutions have become increasingly focused on the quality of teaching and learning, and the provision of high-quality educational experiences for students in various learning contexts. With this in mind, well-designed work-integrated learning is of benefit to the student, the academic institution, the host institution/employer, and the community. Through work-integrated learning, students bring new ideas and innovation to industry, government, and community organizations.

[1] RBC Economics Research: Provincial Outlook December 2017 (2017), Royal Bank of Canada

[2] Budget 2018: Working For You (2018). Province of BC

[3] A Practical Guide for Work-integrated Learning. (2016). Higher Education Quality Council of Ontario

Changing Demographics

With a population of 4.8 million (2017) and a growth rate of 1.3%[4], British Columbia continues to be one of the fastest growing provinces in Canada. The latest population projections indicate that BC's population will grow and become older, less rural, and more diverse. Despite a 28% cumulative population growth projected in BC during 2017–2041, the population will continue to age, with the average age increasing from 42 years in 2017 to 47 years by 2041. There will be falling proportions of school-going (5–17 years) and college-bound (18-24 years) populations, which would mean falling enrolment rates in certain school districts and post-secondary institutions. BCIT currently draws the bulk of its students from the Lower Mainland region, which is projected to have strong population growth rates[5].

The impact of international and interprovincial migration for demographic growth and expansion of the labour force in BC will be profound. It would mean that BCIT and other post-secondary institutions located in the Lower Mainland will continue to face increasing competition for college-age students and will have more ethnically and culturally diverse student bodies. It will also mean that post-secondary education institutions will have to pay more attention to the education and training needs of older workers and new immigrants. As language proficiency is an important determinant of how well new immigrants integrate into the job market, high-quality English language training may have to receive more attention by educational institutions[6]. This may imply substantial changes in the programming, curricula, and services that institutions currently provide to their students. These new challenges would have to be addressed while continuing to meet high educational standards and BC's future labour market needs.

The implication of this demographic shift is that BCIT will continue to face increasing competition for an ethnically and culturally diverse student body, while finding opportunities to support the education and training needs of older workers and new immigrants.

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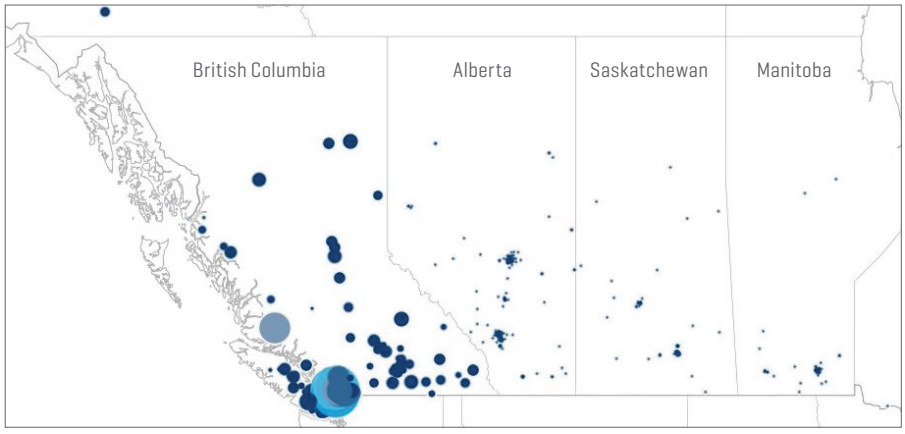
The flexibility of BCIT's programs have proven to be valuable for international students, particularly as full-time and part-time modes of delivery are both accredited.

INTERNAL SCAN

BCIT Students

BCIT has a mandate to serve the province. While the top 10 catchment areas for BCIT students are cities in the Metro Vancouver region, the Institute draws students from many parts of the province. During the 2017/18 fiscal year, nearly 50,000 students were enrolled in a BCIT program or course activity. Included in these enrolment numbers were approximately 1,700 Indigenous students and over 4,800 international students.

BC and Beyond: Where BCIT Domestic Students Come From



[4] British Columbia Population Projections. (2017). Province of BC

[5] A look at immigration, ethnocultural diversity and languages in Canada up to 2036, 2011 to 2036. (2017). Statistics Canada

[6] Learn English - Adult Education. (2018). Province of BC

Among BCIT full-time students, 56% say preparing for a specific job or career is their objective for attending the institution, with nearly 60% indicating that they have some post-secondary experience or received a credential. 92% of surveyed full-time students are satisfied with the education and training they received. When asked if they would choose BCIT if they could start over, 91% indicated they would.

Part-time studies (PTS) students, who comprise of about 30% of BCIT full-time equivalent enrolments (FTEs), are coming to the institution because of the reputation, flexible schedule, or the program/course is only offered at BCIT. Flexibility that meets the students' needs is the top reason cited for choosing to study part-time.

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Over 75% of part-time BCIT students already have some other post-secondary credential; close to 50% have a university degree (a Bachelors, a Masters or a PhD).

BCIT acknowledges the Coast Salish territories, including the Nations of Tsleil-Waututh, Musqueam, Squamish, Sto:lo, and Tsawwassen, on which the BCIT main campuses are located. BCIT fully supports the Ministry of Advanced Education, Skills and Training's objective of increasing Aboriginal participation in post-secondary education, and the Institute is committed to supporting students to complete their studies successfully. Indigenous student enrolment has increased at BCIT over the past five years. In 2016/17, BCIT delivered the most Trades and Engineering & Applied Sciences undergraduate FTEs to Indigenous students province-wide[7]. Other programming areas of higher enrolment include business and management, and health. Over the last several years, there has been a steady growth in the enrolment of Indigenous students at BCIT. Enrolment activity of Indigenous students is anticipated to increase during the coming years as BCIT continuously strengthens relationships with Indigenous communities.

With over 4,800 international students coming from over 110 countries, fostering the success of these students is an important part of the BCIT international strategy. International enrolment activity is anticipated to increase in the coming years as BCIT continues to collaborate globally with other post-secondary systems and employers in activities that improve learner access and success.

In addition to BCIT students undertaking programming in BC, there are significant offshore program activities in Asia-Pacific countries. To date, there have been over 5,500 international students enrolled in BCIT offshore programs such as Computer Systems Technology, Mechanical Engineering, and Automotive Technical Studies. Close to 3,000 international students have graduated with an international diploma from BCIT, ultimately allowing them to contribute to the economic prosperity of their countries.

Like all post-secondary institutions, BCIT is not immune to enrolment challenges. Current initiatives of the institution include improving student retention in certain programs and managing waitlists in high-demand programming such as the high tech programs that support the technology sector. BCIT is taking action to improve service offerings in order to provide the highest quality student experience possible.

Education for a Complex World

In early 2017, BCIT unveiled a new branding identity—Education for a Complex World—that highlights the institution's legacy of proven innovation and promise to inspire the next generation of graduates. This new branding position set BCIT apart from its peers by challenging the traditional post-secondary landscape. In November 2017, BCIT was awarded Platinum in the MarCom Awards 2017 Strategic Communications category. These awards are sponsored and judged by the Association of Marketing and Communications Professionals (AMCP). Then in early February 2018, close to a year after the launch of the campaign, BCIT was recognized by the 2017 Collegiate Advertising Awards (CAA) program with Gold in Total Advertising Campaigns category. The Collegiate Advertising Awards honours higher education organizations for excellence in communications, marketing, advertising, and promotions of their institutions. The new brand position and creative platform continue to receive extraordinary feedback.

[7] Central Data Warehouse (CDW) FTE Datamart, Ministry of Advanced Education, Skills and Training (May 2017)

BCIT Sonography Lab
at the BCIT Burnaby Campus

BCIT Programming

BCIT is focused on producing job-ready graduates who add value in employment and entrepreneurial activity in BC, Canada, and and the world. During the past year, a number of BCIT diploma and degree programs have benefited from participating in BCIT's ongoing program review process, which resulted in the refocusing of program curriculum to better align with student and industry needs. The Bachelor of Technology in Geomatics, Diploma in Business Operations, Diploma in Technology Teacher Education, and Automotive Service Technician are some examples of programs which have recently undergone the program review cycle.

In April 2015, BCIT achieved "Exempt Status" from the Degree Quality Assessment Board (DQAB) on behalf of the Ministry, for approval of all baccalaureate level programs in recognition of BCIT's strong internal processes for program approval. In 2017, BCIT was asked to pilot a new 'Quality Assurance Process Audit', whereby an expert panel appointed by the Ministry would evaluate BCIT's internal program quality processes. The Panel gave the institution a very positive report, commenting "The rigour of these [program quality] processes positions BCIT as a leader in the quality assurance area within the post-secondary sector and speaks strongly to its provincial mandate."

The BCIT Legion Military Skills Conversion Program has assisted over 500 veterans and reservists in education and career training, with 75 currently enrolled in BCIT programs. The legion program has served Canadian Forces members in every region of the province, and the Federal government has funded the expansion of the program to be offered nationally. BCIT currently has 18 partner institutes across Canada assisting veterans and reservists. The Institute has also expanded the program to support first responders and foreign credential recognition.

BCIT, one of BC's largest post-secondary institutes, is known throughout the province for its unique applied education model.

The Institute has collaborated with Coast Capital Savings to launch the "Apprentice to CEO: Entrepreneurial Skills for Trades" program, where BCIT trades and technology students will develop a toolbox of entrepreneurial skills to empower them to navigate the business world over the coming years[8]. BCIT also continues to expand collaborative and joint program offerings with other post-secondary institutions, including notable partnerships with the University of British Columbia, University of Victoria, Simon Fraser University, and Emily Carr University of Art and Design. Across British Columbia, BCIT is deploying a hub-and-spoke model in support of local education providers through curriculum and subject-matter expertise. This includes agreements with Northern Lights College, Coast Mountain College (formerly Northwest Community College) and College of New Caledonia for the delivery of specified apprenticeship, trades and health offerings. BCIT also is part of a consortium of institutes for marine programming across Vancouver Island. In February 2017, BCIT and Humber College launched an inter-provincial partnership that saw a first-of-its-kind healthcare education tool shared and expanded[9].

Experiential learning is embedded in many of BCIT degree, diploma, and certificate programs and is an important aspect of the educational experience in helping prepare students for success in the labour market. BCIT is a member of the Business/Higher Education Roundtable (BHER), where post-secondary advocates work with key business leaders across all sectors to expand work-integrated learning opportunities. These experiences provide graduates with hands-on learning and skills for career success. BHER members are focused on attaining the best outcomes for Canada as a whole. Moreover, BCIT program offerings will be expanded in subject areas such as forensic sciences, nautical sciences, global leadership, health technology, and green construction.

BCIT and #BCTECH Strategy

BCIT continues to grow and enhance its computing programs in support of the #BCTECH Strategy, adding more student seats to accelerate the provision of talent to the sector[10]. Supported by a new Program Advisory Council, BCIT's computing programs continue to evolve in response to the specific needs of the tech industry, ensuring that the sector receives the career-ready graduates needed to succeed. Key highlights include:

- 50 new Computer Information Technology students started their program at the new state-of-the-art Tech Hub at the BCIT Downtown Campus in January 2018 as BCIT strives to meet the demand for tech talent.
- In 2017/18, close to 1,300 students enrolled in full-time computing programs, meeting the demands of BCIT's competitive entry system, which saw three applicants for each of its diploma seats, even while adding 50 seats per year.
- Recognizing the contribution to BC's tech industry from those students already in the workforce and wishing to upgrade or develop new tech skills, BCIT has generated a significant increase in its part-time studies (PTS) computing program and course registrations. PTS demand has increased by another 6% in 2018 compared to 2017, after 10% growth the year before.
- BCIT has responded to BC's new and emerging training needs with the launch of programs and courses this year in Artificial Intelligence and Machine Learning (AIML), Augmented Reality and Virtual Reality (VR/AR), and data analytics. The institution is in the development phase of new diploma programs in Industrial and Network Security, as well as Web and Mobile Development.
- Once again, BCIT played a leading role at the 2018 #BCTECH Summit, showcasing a wide range of student and industry tech projects, including augmented and virtual reality initiatives.
- BCIT has further tied its many student projects to real-world social applications, working with Metro Vancouver and local municipal partners, like the City of New Westminster and Vancouver's CityStudio, for subject matter inspiration for student-built apps, games, and systems that can help residents and municipalities with issues and challenges from reducing overdoses to managing food waste.

[8] BCIT and Coast Capital Savings launch unique entrepreneurship program, BCIT

[9] Humber College and BCIT launch inter-provincial partnership (2017), BCIT

[10] Students and tech sector to benefit from tech-programming expansion (2018), Government of BC

BCIT and Open Education Resources

Established in 2015, the BCIT Open Education Working Group supports and promotes the development and use of Open Educational Resources and Open Education teaching practices, and functions as a community of practice. This working group oversees the open grant program, developed BCIT's Open Education Best Practices and Guidelines, and presents open events and workshops. BCIT is in its third year of providing $5,000 open education grants, which fund the development of Open Education Resources or provide faculty time to re-design courses to incorporate open educational practices and open course material. To date, nine grants have been awarded and projects are in various states of completion.

Learning and Teaching Framework

Early in 2017, BCIT implemented the Learning and Teaching Framework, in order to ensure alignment with the teaching philosophies and designs embraced by the K–12 system. This work has advanced with consultation and guidance from Jan Unwin (Superintendent of Graduation and Student Transitions, Ministries of Education and Advanced Education) and ensures that BCIT is prepared to support the transition of K–12 learners into post-secondary education at BCIT. A two-day Learning and Teaching Summit was held in June 2017—with invitations to all staff, students, and instructors to participate. A second Summit is scheduled for June 2018. BCIT is continuing an engagement process to ensure that changes to K–12 curriculum and assessment practices are communicated and understood, before their full implementation.

The BCIT Learning and Teaching Framework focuses on four themes that enable:

- Program and curriculum design alignment with workplace needs.
- Student-centred, active, and experiential teaching and learning practices.
- Faculty-empowered instructional skills and learning support systems.
- Learning environments that foster growth and creativity.

Implementing the Framework across all BCIT Schools ensures students have the optimum learning experience that will support lifelong learning throughout their careers.

Applied Research, Innovation, and Industry Relationships

Over the past 28 years, BCIT has conducted applied research to enhance the learner experience and advance the state of practice. Researchers have access to over 80,000 sq. ft. of laboratory space at the $34 million Centre for Applied Research and Innovation, and in BCIT's Schools. Annually, BCIT is responsible for 50+ collaborative industry projects and over 1,000 applied research projects that engage faculty and students.

Applied Research's three resident Canada Research Council Chairs (Paula Brown, Jaimie Borisoff, and Fitsum Tariku) have brought in over $8M in total grant funding since their initial appointments.

Collaboration between the MAKE+ team in Applied Research, BCIT students, and industry partners, has lead to the creation of several projects that provide solutions to complex everyday problems. Wearable technological solutions such as the "Wiivv Custom Fit Sandals" were made possible through the help of project leaders and researchers from the MAKE+ team. The Soft Shop, the newest lab space for the MAKE+ team, supports the development of products by bringing together researcher's skills in electronics, biomechanics, and soft product design.

The Smart Microgrid Applied Research Team (SMART) continues to be a hub of innovation, with large projects such as the $1M Centre for Cyber Security of industrial infrastructure and the Electric Vehicle Infrastructure Demonstration Project (EVID), which was funded in part by Natural Resources Canada. With more than $2M in funding, SMART worked with the City of New Westminster to develop solutions that will make electric vehicles an easier choice for Canadians living in urban areas.

Additionally, Applied Research has entered into a partnership with the Canadian Standards Association (CSA) to work with Indigenous stakeholders around the adoption of standards on Indigenous territory in northern regions of Canada. The aim of the project is to inform the CSA on how to best approach and coordinate these standards with local Indigenous governments.

The BCIT Phytoanalytics Laboratory at the Burnaby Campus.

Innovation in student learning experiences and industry relationships were identified as driving forces in the BCIT Business Plan. By engaging faculty and students to provide practical business and industry solutions through applied research activities, BCIT continues to build upon its competitive strengths. In addition to creating beneficial partnerships and producing commercially relevant technology, prototypes, and applications, applied research also contributes to the high quality of BCIT's educational programs. This dedication has resulted in securing $6M in research income during FY2016. Once again, BCIT had a top ten placement in the Top 50 Research Colleges in November 2017[11], with approximately $800,000 in industry projects.

Organized through the Applied Research Liaison Office, BCIT's Student Innovation Challenge continues to inspire students to submit their innovative applied research and entrepreneurship projects. In collaboration with industry sponsors, the 2018 Student Innovation Challenge prize money increased by more than 75%.

The BCIT Applied Research Liaison Office supports research by providing a wide range of support services and guidance to students, faculty, researchers, and industry. In 2017/18, new opportunities were created to enhance engagement and build capacity, including new lab facilities for faculty and staff for teaching and research purposes.

BCIT Employees

With approximately 1,800 full-time and 600 part-time faculty and staff, BCIT is one of the largest employers among post-secondary institutions in BC. BCIT was named one of BC's Top Employers for 2018 by Canada's Top 100 Employers[12]. In addition, BCIT was selected for The Career Directory in 2018, recognizing the Institute as one of Canada's Best Employers for Recent Graduates. This is the eighth time the Institute was recognized in at least one of the categories of the Top 100 Canadian Employers.

[11] Canada's Top 50 Research Colleges (2017). Research InfoSource Inc.
[12] 2018 British Columbia's Top Employers (2018), Mediacorp Canada Inc.

In 2017, an employee engagement survey was conducted, with analysis of all the survey data completed by Aon Hewitt. Using the final results, BCIT began the vital work of coming together to understand feedback and develop plans to strengthen employee engagement. Departments across BCIT created engaging experiences for their teams. In addition to comprehensive initiatives at the department and school level, BCIT is developing an institute-wide action plan that addresses issues and highlights opportunities. The Institute is committed to take action to improve organizational practices, broaden on-campus technology support, manage performance and professional development opportunities, and recognize and celebrate employee dedication. These initiatives include improving internal communication tools, strengthening technology support for part-time studies classrooms, and building on existing employee onboarding experiences.

Physical Infrastructure and Sustainability

BCIT has five campuses across the Metro Vancouver region as well as a number of satellite locations. The Burnaby Campus is the largest site, accommodating 80% of BCIT's full-time students and about 50% of the part-time students. The Downtown Campus is the hub for part-time courses and programs and serves over 8,000 students. BCIT has a state-of-the-art Aerospace Technology Campus in Richmond, with an airport control simulation tower and over 20 training aircraft, including a Bombardier CRJ100 aircraft that was donated to BCIT in February 2017. The BCIT Marine Campus (BMC), located in North Vancouver, provides training for BC Ferries and other agencies. BMC is unique in Western Canada due to a Marine Engine Room simulator, which provides true-to-life training for marine engineers. BCIT's newest campus, the Motive Power Centre for Excellence, is a shared space with Vancouver Community College. Located on Annacis Island in Delta, the campus is an innovative centre for delivering heavy-duty transportation programming and is essential for the province's workforce needs. Campus infrastructure is a key area of focus for BCIT, and additional information can be found within the **Strategic Priorities Underway** section of the report.

BCIT Policies

The Institute is committed to providing a safe learning and working environment for the BCIT community. In March 2017, the Board of Governors approved Policy 7103: Sexual Violence and Misconduct, which clearly defines the purpose and procedures of the policy. BCIT was the first post-secondary institute in BC to create and implement such a policy. This policy works in conjunction with Policy 7507: Harassment and Discrimination, that together work to support an environment where individuals are valued and respected. Additional information and resources related to sexual violence and misconduct are accessible on the BCIT website.

To date, the Sexual Violence and Misconduct and Harassment and Discrimination policies have been used and tested at BCIT. The Institute has partnered with the Ending Violence Association of British Columbia to deliver a First Responder Training Program for staff as well as to develop and offer a Bystander Training Program for BCIT students, faculty, and staff.

Alumni Relations

Alumni relations is critical to advancing the mission of BCIT, and seeking the support of this key group of ambassadors as volunteers, advisors, mentors, and financial contributors is a priority for the Institute.

An increased ability to keep track of more than 180,000 alumni is a key area of development. In addition to the alumni base in the Lower Mainland, the Institute has identified large pockets of alumni in the strategically important Greater Toronto Area, as well as other parts of Ontario. With BCIT alumni in more than 29 countries, international alumni have also been an area of focus.

Over the last year, the Alumni Relations Office have further enhanced tactical engagement and communication with alumni. This year, the Institute will be holding the 16th annual BCIT Distinguished Awards. This marquee event is the cornerstone of alumni engagement, allowing the Institute to showcase the success of outstanding alumni in strategically important regions. In 2017, nearly 1,000 alumni, business, and community leaders attended the event at the Vancouver Convention Centre.

Through a partnership with the Greater Vancouver Board of Trade and a national sponsorship with the MacKay CEO Forum Group, the Institute has hosted alumni at more than 20 events in Vancouver and Toronto with industry and community leaders. This outreach has enabled BCIT to build a stronger affinity with alumni in senior leadership roles across the country.

International alumni play an important role in helping BCIT build its global reputation. BCIT's senior administration have made a concerted effort to visit with alumni on planned trips overseas. In October 2016, over 40 BCIT alumni were invited to an inaugural alumni event held in Hong Kong. A number of the alumni who attended held senior executive roles in China and Hong Kong, and there is a strong willingness by this group to get involved as ambassadors and advocates in the region. A follow up event is being planned for November 2018.

Diana Swain at
BCIT Convcoation, June 2017.

In 2017/18, storytelling and communications were enhanced, featuring alumni profiles on BCIT News, social media, and in quarterly alumni e-newsletters to 45,000 alumni. Considerable work was also completed for the upcoming Inspire campaign, to feature a number of alumni as ambassadors, with creative material including a case for support, campaign website, video and more. An alumni survey was recently conducted to help inform strategic planning. More than 2,000 alumni responded—far surpassing engagement from the previous survey conducted in 2011.

Significant work with the BCIT Alumni Association is underway to enhance the value of its strategic partnership with BCIT. In 2017/18 the BCITAA completed its final pledge payment of the $500,000 Legacy of Leadership donation, bringing the total philanthropic giving by the BCITAA to $1.3M. Nearly 1,000 BCIT students have received BCITAA scholarships and awards.

Celebrations at BCIT

Over the past year, BCIT has welcomed influential global business leaders onto campus to share innovative, leading-edge ideas with students and staff. Leaders at BCIT participate in Vancouver Board of Trade annual addresses and speak at key government-related events. The Institute is also active with the Business Council of British Columbia and numerous sector-based associations that align with BCIT offerings.

Honorary Doctorate of Technology degrees were awarded in 2017 to Diana Swain for her influence in Canadian journalism, and David Emerson for his contributions to both the public and private sector. Tracey Arnish, Chief People Officer of Coast Capital Savings, left an impression with graduates in her keynote speech at a June Convocation ceremony. She spoke of the importance of being agile and open in times of change, ready to seize new opportunities and inspire others through change.

BCIT is proud to convene the ECOCITY World Summit 2019 in Vancouver. The ECOCITY World Summit series has been held every two years since 1990. The Summit has developed into one of the most globally significant forums for addressing complex challenges facing humanity in a rapidly urbanising world. Based out of the spectacular Vancouver Convention Centre, over 1000 thought-leaders, decision makers, sustainable business owners, green researchers, and civil society organizations from over 30 countries will come together in October 2019 for conversation, debate, and innovation based on the theme "Socially Just and Ecologically Sustainable Cities." The conference will bring focus to the International Ecocity Standards (IES), which were developed through a decade-long partnership between Ecocity Builders and the BCIT School of Construction and the Environment. The IES has 18 standards pertaining to sustainable urban living grouped within themes of urban design, bio-geophysical conditions, socio-cultural features, and ecological imperatives.

Performance Plan

GOALS AND OBJECTIVES

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING'S GOALS FOR 2018/19 TO 2020/21[13]

Goal 1 Lasting reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training

Goal 2 Learners are supported to achieve their full potential with accessible, affordable, and equitable education and training opportunities

Goal 3 Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential

STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES FOR BC PUBLIC POST-SECONDARY EDUCATION

The Accountability Framework logic model aligns with the five long-term strategic objectives for the system, as defined by the Ministry of Advanced Education, Skills and Training. It should be noted that not all listed performance measures below are specific to BCIT. Where a performance measure has been identified as "system measure," this is considered a Ministry metric, and BCIT contributes to this as part of the entire public post-secondary system.

SYSTEM STRATEGIC OBJECTIVES	DEFINITION	PERFORMANCE MEASURES
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	▪ Student spaces ▪ Credentials awarded ▪ Sponsored research funding [Research Universities only]
Access	The BC public post-secondary system provides equitable and affordable access for residents.	▪ Credentials awarded to Indigenous students [System Measure] ▪ Aboriginal student spaces ▪ Transition rate of high school students to public post-secondary education (total, Indigenous students) [System Measure] ▪ Loan repayment as a percent of income [System Measure] ▪ Participation rate [System Measure]
Quality	The BC 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 BC 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 BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.	▪ First year retention rate [System Measure] ▪ Time to completion [System Measure]

[13] Ministry of Advanced Education, Skills and Training 2018/19–2020/21 (2018), BC Provincial Government

BCIT ALIGNMENT WITH MINISTRY STRATEGIC OBJECTIVES

The table below provides an overview of the BCIT Business Plan areas of focus and key initiatives in support of the BCIT Strategic Plan. The table also outlines how those goals and objectives align to support the System's strategic objectives as outlined in the Accountability Framework.

	BCIT KEY INITIATIVES (BCIT BUSINESS PLAN)	2014–19 BCIT STRATEGIC PLAN GOALS	SYSTEM STRATEGIC OBJECTIVES	KEY PERFORMANCE MEASURES
FINANCIAL SUSTAINABILITY	▪ Launch of comprehensive campaign ▪ Define fundraising opportunities ▪ Framework for purchasing policies ▪ Framework for spending authority and approvals policies ▪ Improved financial analysis ▪ Increase commercial leasing revenue at Aerospace and Downtown campuses ▪ Conduct evaluation of the International Student Entry Program ▪ Comprehensive review of the part-time studies model ▪ Design program mix analysis	Financial sustainability	Efficiency	▪ *Year-over-year increase in net new revenues; exclusive of government funding and tuitions* ▪ *Quarterly forecasts within 0.5% of actual costs* ▪ *Environmental sustainability KPIs* ▪ *(Electricity, Natural Gas, Greenhouse Gas, Water Consumption)*
BUILDING CAPACITY	▪ Develop BCIT's leaders ▪ Design in-house leadership program to be marketed internally and externally ▪ Create a culture of privacy awareness ▪ Enhance evidence-based decision-making capabilities	Program and credential recognition Build on our reputation	Capacity Quality	▪ Credentials awarded ▪ Student assessment of quality of instruction ▪ Student assessment of skill development ▪ *International students studying at BCIT* ▪ *Applied research third party funding*
CAMPUS DEVELOPMENT	▪ Campus Development Planning ▪ Create strategic plan for food services ▪ Green House Gas Emissions reduction ▪ Fundraising opportunities to support Campus Development	Campus Development	Capacity	▪ Student spaces ▪ *Industry Training Authority (ITA) utilization rates* ▪ *Increase space utilization at Burnaby and Downtown campuses to industry benchmark* ▪ *Ongoing development of Campus Development Plan*

STRENGTHENING ENGAGEMENT	▪ Strengthen engagement with:
	  ▪ Employees
	  ▪ Students
	  ▪ Indigenous communities
	  ▪ Unions
	  ▪ Government
	  ▪ Industry
	  ▪ Post-secondary system
	▪ Implement Learning & Teaching Framework
	▪ Design Education Plan
	▪ Continue to strengthen brand recognition
		Foster student success
		Change the student experience
		Build a pervasive and consistent BCIT experience
			Access
			Quality
			Relevance
				▪ Aboriginal student spaces
				▪ Student satisfaction with education
				▪ Student assessment of usefulness of knowledge and skills in performing job
				▪ Unemployment rate
				▪ Students employed in a training related job
				▪ Full-time student service quality ratings
				▪ Employee engagement ratings

NOTE: The key performance measures listed showcase the Ministry's Accountability Framework ratings for which BCIT also reports to the BCIT Board of Governors and the internal community (black font). Those performance measures in italic grey font are additional Institute specific indicators reported to the Board and internal community.

STRATEGIC GOALS AND OBJECTIVES

Recognizing the need to further refine the Institute's strategic goals and focus, the BCIT Leadership team undertook a streamlined consultation process in 2013/14 to help identify and guide institutional priorities and developed the BCIT Business Plan with four key areas of focus. Careful attention was taken to ensure the rolling 3-year business plan was developed to align with the requirements of internal and external stakeholders, while taking into consideration the previous planning efforts, including the BCIT Strategic Plan.

Key Area of Focus: Financial Sustainability

BCIT recognizes the need to establish an effective financial management and planning process. Initiatives are underway to increase commercial leasing revenue at the Aerospace Training Campus and the Downtown Campus.

Improved financial analysis methods, specifically around monitoring, forecasting, and reporting processes, are a key focus to ensure that financial decisions can be made using the most timely and accurate information possible. Key financial indicators and reporting requirements have been implemented. The March 31, 2018, audited financial results for BCIT report an approved annual budget of $307M, with a total consolidated surplus of $6.87M before endowment contributions. Of this amount, $1.55M resulted from BCIT operations only, while the remainder is attributed to the operations of BCIT's Subsidiaries such as BCIT Foundation and the Great Northern Way campus one-time land sale.

Key Area of Focus: Building Capacity

BCIT is committed to developing a top-quality performance culture. A comprehensive in-house leadership training framework with options and external laddering pathways is being created. Leadership competencies for team leads and managers are important aspects in developing leaders at BCIT. Assessment and development programs are underway that support leaders at these levels. A number of workshops and online resources have been delivered on various leadership topics to date.

Actions have been taken to enable the community to become more evidence-based in decision making by providing relevant data sets and interactive tools, such as dashboards, to further advance student performance reporting.

Key Area of Focus: Campus Development

The on-going development of a viable Campus Development Plan for the Burnaby BCIT campus is underway. In 2017/18 a final draft of the Campus Development Plan was presented to the BCIT Board of Governors. The plan was presented to the City of Burnaby's Planning and Development Committee in February 2018. A strategic food services plan will be created to help inform the integration of new food services into the Campus Development Plan along with the establishment of increased revenue targets upon completion of the study. The Campus Development Plan is ongoing, with fundraising priorities having been established to support the plan.

Key Area of Focus: Strengthening Engagement

Strong ties with internal and external stakeholders are at the core of BCIT's continued success. Strengthening and nurturing these relationships will continue to be a key priority for BCIT moving forward. Employees, unions, and students are included in the internal stakeholder community, while external stakeholders are from a variety of areas, including industry, Indigenous communities, and government.

Over the past year, an Education Plan was designed in conjunction with BCIT faculty and staff through a series of consultations known as Ed Talks. The Education Plan was created as a guide for BCIT's educational model and offerings, including a roadmap for the ongoing development of individual schools. The implementation of the Learning and Teaching Framework to further teaching excellence and educational leadership at BCIT was achieved through the identification of ten initiatives. Significant progress has been made to strengthen student engagement through implementation and support of improved communication channels as well as providing an agile and flexible computer lab environment.

Strengthening employee engagement remains a priority for the Institute. The results of the employee engagement survey have aided in the creation of departmental action plans. All teams have now completed their action plans and the development of an Institute action plan is underway. The President will be starting a video series to showcase specific departments and open houses are being hosted by the Grassroots Employee Engagement Team to create opportunities for the community to share what teams do.

Refreshing BCIT's Strategic Plan for 2019 – 2021

Efforts are underway to refresh the BCIT Strategic Plan for 2019–2021. Community consultations with faculty, staff, students, alumni, advisory groups, and BC employers will occur through multiple phases in 2018 to help shape the Strategic Plan. The feedback collected from these engagements will help inform a refreshed vision and mission, creation of value statements, and identification of strategic initiatives that support the key priorities. The refreshed Strategic Plan will also build on existing projects, such as the Learning & Teaching Framework, Student Success, the Campus Plan, and the Education Plan.

> "We are able to reach out to the BCIT student body and engage with students to either relieve their academic stressors or educate students of the different student services available to them." *Student Life Ambassador*

STRATEGIC PRIORITIES UNDERWAY

Student Success Framework

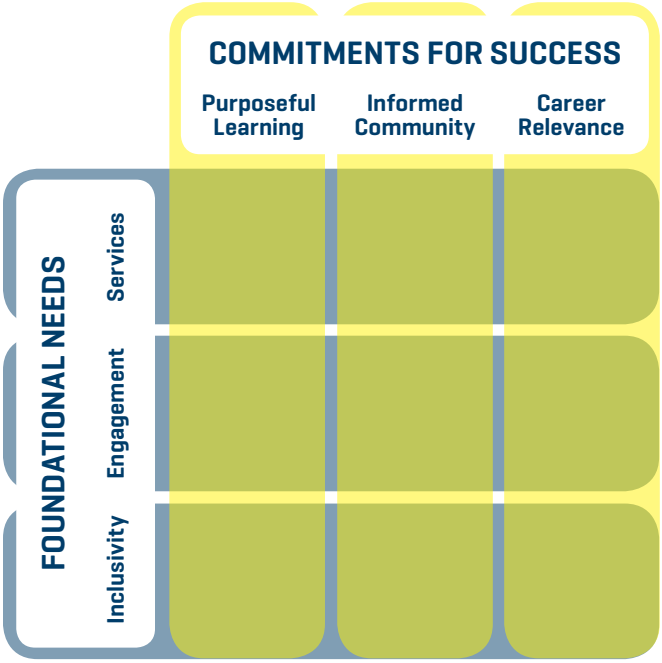
Student support is integral to the core of BCIT's business. The Student Success Framework highlights that support services, engagement initiatives, and inclusivity are three fundamental needs necessary to create a foundation for student success. These needs establish a solid core of purposeful learning, informed community, and career relevance on which BCIT commits to foster student success. The overlapping of foundational needs with the necessary commitments for success provide a framework to assess how the institution is meeting each area. The nine areas represent opportunities for intentional action that will have a positive impact on student success and outcomes.

STUDENT WELLBEING STRATEGY

BCIT is committed to creating physical, social, and educational environments that enrich the wellbeing of students. Students-supporting-students is the underlying principle of student wellness. The Student Wellbeing Steering Committee (SWSC) was established to achieve this objective and is leading the development of the BCIT Student Wellbeing Strategy. The committee is a cross-functional team created to build a shared understanding of student wellbeing needs and best practices specific to the BCIT community. The committee prioritizes and promotes Institute-wide wellbeing programs and services, with a goal to improve overall awareness of key behaviours and practices that will help BCIT students maintain a high standard of wellness.

BCIT Student Services has developed a holistic way to support students that focuses on the eight dimensions of well-being, based on student equity of services needed[14]. It's a public health model looking at strengthening student resilience. There is a shared student response, utilizing and reinforcing physical, spiritual, and mental support. To further supplement the BCIT Student Wellbeing Strategy, Indigenous Services is developing an Indigenous Wellness Toolkit that will outline support for learners. The BCIT Student Association is aligned with the initiatives, and augment this with additional student-led activities. There is a growing focus on part-time students, including evening drop-in booths on campuses to increase awareness and ability to access services.

[14] Find the Balance in all 8 Dimensions (2018). BCIT Student Services



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FIND THE BALANCE

STUDENT SERVICES FOR A COMPLEX WORLD

For success in all 8 dimensions of your wellbeing visit **bcit.ca/studentservices**

SUPPORT ACROSS CAMPUSES

To further support the community, across all campuses, virtual appointments are now available for many services. A Student Welcome video has also been introduced. It is a showcase of students informing students on what they need to know for success. BCIT Indigenous Services is also working to create a wellness guide through the perspective of an Indigenous learner. Workshops are being rolled out to further support faculty engaging with students facing complex disabilities to improve learning experiences and outcomes.

MENTAL HEALTH

Mental health support is an important component to the Student Success Framework. BCIT recognizes that students will face challenges during their time on campus. BCIT Student Services will support students to recognize and maintain a healthy mindset.

BCIT is further establishing a well community by considering the recommendations of the Okanagan Charter. The International Charter for Health Promoting University and Colleges calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion, action, and collaboration locally and globally. The Okanagan Charter was created in June 2015 to provide institutions with common language, principles, and framework to become health and wellbeing promoting campuses.

In 2018–19, BCIT will introduce an Early Alert system, a way to reach-out or identify people who are starting to languish. A self-paced, online learning module is also being developed to provide further resources to incoming and current students. BCIT has created a unique way to prioritize counselling, so that students identified as high-need will be prioritized to access services quickly, often in a day or two.

STUDENTS (YOUTH) FORMERLY IN CARE

Students (youth) formerly in care face a variety of social and economic hurdles. Action is being taken by the Ministry of Advanced Education, Skills and Training to provide additional support to young adults who want to further their education, including the removal of tuition fees[15]. To date, 15 BCIT students (youth) have benefited from almost $80,000 in waived tuition. BCIT is seeking to expand this support, including bursary opportunities and easing access to housing. The Institute will explore improved methods for targeted recruitment. Through discussions with the Ministry of Children & Family Development, prospective students will have enhanced awareness of opportunities available at BCIT.

[15] Budget 2018 Working for You. Budget and Fiscal Plan 2018/19–2020/21. (2018). Province of BC

Maquinna Residences
at the BCIT Burnaby Campus

STUDENT HOUSING

BCIT is preparing a business plan for new housing space to support students, and the plan will go to the Ministry of Advanced Education, Skills and Training after it is completed. BCIT appreciates that students are not a uniform community, and a variety of housing supports are required to ensure inclusiveness across the campuses. BCIT recognizes that investments will need to happen to current housing, and that on-campus accommodations must continue to be affordable and viable.

EXPERIENTIAL LEARNING AND WIL OPPORTUNITIES

BCIT is making investments to increase the number of cooperative placements and Work-Integrated Learning (WIL) opportunities for students. One example of these efforts is BCIT's partnership with City Studio Vancouver that matches industry projects with course requirements. In addition, BCIT Computer Systems Technology diploma students and the City of New Westminster collaborated to develop mobile apps that focused on community needs of safety and transportation. These partnerships with community foster real experiential learning opportunities. Furthermore, initiatives within the Peter Thomson Centre for Venture Development are being developed to help students take ideas to fruition. BCIT will continue to be a leader in weaving WIL through projects, internships, and job shadowing.

BCIT COMMUNITY

BCIT has partnered with non-profit organization Burnaby Family Life (BFL) to open a new social enterprise café at the Centre for Applied Research and Innovation (CARI) building. The café and catering company, run by BFL, supports food outreach programs and provides employment opportunities for newcomers to the community.

BCIT Student Association

BCIT works alongside the BCIT Student Association (BCITSA) to support the diverse needs of students in a collaborative and respectful environment. The BCITSA is a non-profit student services and advocacy group at BCIT providing services which are student-centred, responsive and pro-active in supporting and enhancing the quality of student life. These student needs range from career services, to advocacy and governance, employment opportunities in various retail operations, and childcare services. In March 2018, the BCITSA officially expanded its on-campus childcare facility. This allowed the BCITSA to add 25 more spaces for children aged 30 months to school-aged, and 12 new spaces for infants and toddlers.

The BCITSA Advocacy provides confidential, unbiased services to BCIT students and other members of the BCIT community by providing information, advice, intervention and referrals. The SA Advocates champion procedural fairness for BCIT students and seek to educate the BCIT community at large in regards to accurate policy and procedure implementation, effective communication, and informal dispute resolution.

> "This daycare centre has allowed me to be successful in my program, and alleviates my stress while studying for assignments and doing finals. With my daughter being so close to school, I can attend class without worrying about where she will be and who will take care of her every day." *BCIT student*

BCIT Indigenous Initiatives and Partnerships

BCIT continues to foster strong engagement and holistic support for Indigenous learners, both on and off campus. The Institute is currently beginning the development of an Indigenous Strategic Plan that is responsive to the TRC and the UNDRIP. The Plan will have key initiatives and performance indicators that are aligned with the Indigenous Education protocol, of which BCIT is the 50th post-secondary institute to adhere with. The high-level objectives focus around student success, governance, and engagement, with goals and related actions further detailed in the plan. The plan will be in-line with the refreshed BCIT Strategic Plan and will be shared with the community, creating opportunities and dialogue to support Indigenous education, recognize and respect Indigenous peoples, and increase engagement and Indigenous partnerships.

BCIT is actively engaging the community to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP. BCIT is committed to doing its part in changing Reconciliation to ReconciliACTION.

INDIGENOUS EDUCATION PROTOCOL

BCIT™ INDIGENOUS SERVICES

1. Commit to making **Indigenous education a priority**
2. Ensure **governance structures recognize and respect** Indigenous peoples
3. **Implement intellectual and cultural traditions** of Indigenous peoples through curriculum and learning approaches relevant to learners and communities
4. Support students and employees to **increase understanding and reciprocity** among Indigenous and non-Indigenous peoples
5. Commit to **increasing the number of Indigenous employees** with ongoing appointments, throughout the institution, including Indigenous senior administrators
6. Establish Indigenous-centred **holistic services and learning environments** for learner success
7. **Build relationships and be accountable to Indigenous communities** in support of self-determination through education, training, and applied research

Source: College Institutes of Canada Indigenous Education Protocol

The Indigenous Gathering Place at the BCIT Burnaby Campus.

Approximately 600 employees have participated in Indigenous 101, a training session produced by BCIT Indigenous Services to support understanding and reciprocity among Indigenous and non-Indigenous people. In addition, BCIT has partnered with the City of Vancouver (CoV) to produce three online Indigenous Awareness Modules that all of CoV employees will participate in. BCIT has also developed Indigenous Awareness Modules for use with all BCIT employees and students. They are open-sourced and will be available to both the internal and external community. This is done in the spirit of sharing the knowledge to increase awareness about Indigenous people for non-Indigenous people and organizations. BCIT was one of the main contributors to the production of the BC Campuses six Indigenization Guides which are open-sourced and meant to be used by anyone, free of charge, who would like to Indigenize their part of the Academy such as senior leaders, curriculum writers, researchers, and student services. BCIT Indigenous Services is working closely with Human Resources and International leadership to ensure there is an inclusive approach to all students and an understanding of cultural differences.

BCIT successfully held its second Indigenous Career Fair, in addition to other kinds of cultural programming including the Indigenous Honouring Our Leaders graduation ceremony. BCIT Indigenous Services has supported the creation of a new course in Nursing that will teach all BCIT nurses about the true history of Indigenous peoples in Canada and how best to care for them in a culturally appropriate way. BCIT Indigenous Services worked with the Eagles of Tomorrow group to sponsor a summer program that increased the math levels and readiness for students in Grades 7–12.

The Executive Director of Indigenous Services and Partnerships has presented several BCIT initiatives at various events across the province and country. Leadership activities undertaken include the Chair and MC for the Greater Vancouver Board of Trade (GVBOT) Indigenous Opportunities Forum in June 2018, as well as Chair of College and Institutes Canada (CICan) National Indigenous Education Committee.

Diversity Circles at BCIT

Diversity Circles at BCIT is a series of panels, workshops, and conversations to support an effective model to engage with increasing diversity positively, sensitively, and strategically. Using an Indigenous Framework, this model utilizes professional mentoring and community-based expertise for engaging student, staff, and faculty diversity. The Diversity Circles hinges on the fundamental notion that educators embrace the increase in diversity of our student population as a positive change, while acknowledging the corresponding reality that supporting an increasingly diverse student body requires more resources, awareness, and new knowledge.

International Strategy

The Institute's International Strategy is defined in the BCIT Business Plan as a key initiative. Due to the applied and practitioner-oriented portfolio of offerings, BCIT continues to attract interest from around the world. In 2017/18, BCIT hosted international students from over 110 countries, comprising approximately 10% of BCIT's total student population. BCIT's ability to design, install, and maintain the critical infrastructure required to build thriving economies has made the Institute a key partner for many international stakeholders.

In addition to receiving students from around the world, a significant number of domestic students went to other countries for short-term study or industry internships. More than 50 faculty and staff also took the opportunity to teach or undertake international projects in other countries. These activities greatly promoted the two-way flow of students, educators, and ideas.

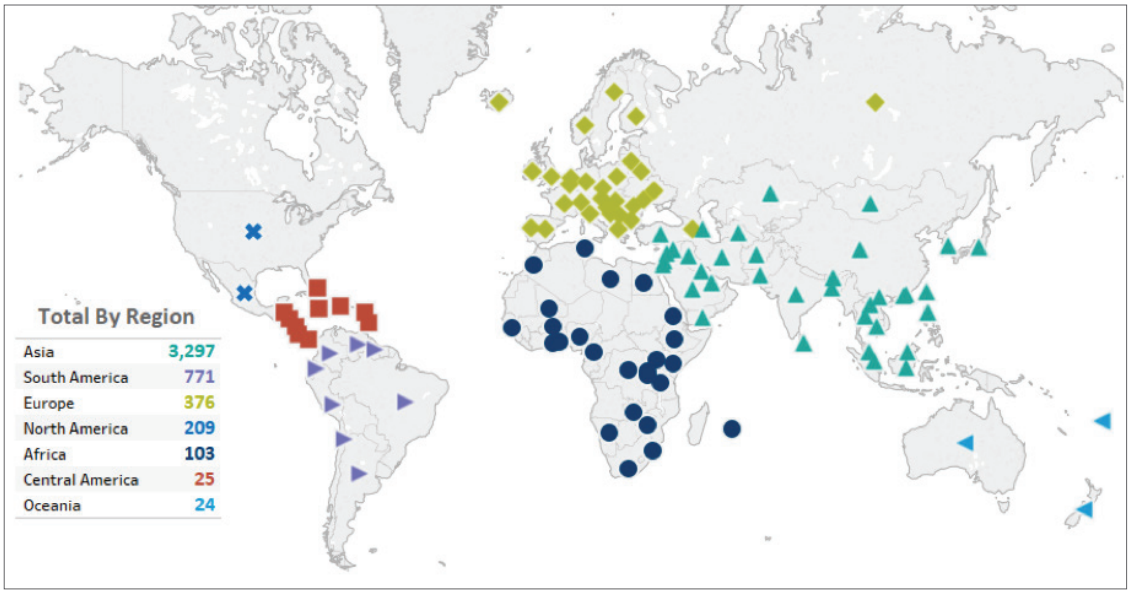
BCIT's global, long-term strategy remains to seek-out reliable and influential partners, particularly within the Asia-Pacific corridor, and engage in partnerships at various levels including consultancy on facilities, technology, and simulation, the training of applied education instructors, and curriculum design, delivery, and virtualization. Global consulting companies aid BCIT in the development of new markets.

Fostering the success of international students while at the Institute is another important part of BCIT's international strategy. A reliable support infrastructure, in conjunction with a world-class learning environment, attracts an international clientele and ensures retention. In 2018/19, the corresponding business development focuses on source-country diversification. BCIT aims to keep reliance on any single country below 25%, while the enrolment strategy predominately targets seats left vacant by domestic students.

New federal immigration rules have had a positive effect on foreign enrolment at BCIT, allowing for a post-graduate work permit that enables students to get a job upon graduation from their program. In return, BCIT will take advantage of foreign government policy to create more study and work opportunities for domestic students for their career development and global perspectives. This strategy allows domestic students to pursue and attain similar opportunities in the global labour market as their international counterparts in Canada.

BCIT will continue to be a model for partnerships in international education through continued engagement with global affiliates, industry, government, and students.

International Students at BCIT, by Country and Region



Burnaby Campus Development Plan

Campus development is a key area of focus for BCIT. A vital component of this initiative is advancing a viable Campus Plan for the Burnaby campus. In addition to major changes to campus infrastructure, streetscapes, and land use, the plan will inform the future development of capital projects such as the Health Sciences Centre (HSC), the Trades and Technology Complex and the Centre for Ecological Restoration and Climate Adaption. Following an extensive consultation process with the BCIT community, the proposed Campus Plan was presented to the Board of Governors on May 29, 2018.

The Health Sciences Centre will offer a unique healthcare educational experience. The facility will integrate the simulation of direct patient care, indirect patient care, and allied health and laboratory science.

The Trades and Technology Complex is an integrated, multi-phase project that supports the growing demand for trades training in support of industry-driven labour demand. The creation of a centralized hub in the existing trades area will contribute to a new trades identity.

The Centre for Ecological Restoration and Climate Adaption (CERCA) is a new research and teaching centre that will solidify BCIT's role as the leader in the field of Ecological Restoration. Phase one of the Centre will allow for expansion of the Ecological Restoration department's M.Sc and B.Sc. programs, and will support adjacent programs such as Fish, Wildlife and Recreation, and Forest and Natural Areas Management. This phase will also include an Indigenous Student Liaison Office to support Indigenous learners in the field of Environmental Stewardship. Phase two of the project will support three related programs, Environmental Engineering Technology, Geographic Information Systems, and Geomatics. The project supports the enhancement of flexible facilities that cultivate high-quality education skills training and produce job-ready graduates in alignment with labour market demand.

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Artist's rendering of the future BCIT Health Sciences Centre.

Capital Campaign

The campus redevelopment plan is a key strategic initiative. The plan will reimagine the Burnaby campus as one that inspires curiosity, accelerates discovery, fosters connection, and harnesses partnership for impact at home and beyond. It will take applied learning to the next level. The first phase of this ambitious plan contemplates five new buildings:

- Health Sciences Centre
- Centre for Trade & Technology
- Centre for Ecological Restoration & Climate Adaptation
- Learning Innovation Centre
- Student Hub and Intercultural Gathering Place

With planning for the Health Sciences Centre now underway, BCIT has commenced this journey of renewal. These new facilities will embrace the latest learning technologies such as virtual reality systems and 3D learning environments. The plan for the Burnaby Campus also anticipates the addition of student housing. It will also integrate the daylighting of Guichon Creek, adding pedestrian walkways, and creating open spaces that will allow students and faculty to collaborate across disciplines as they push the boundaries of knowledge in concert with industry.

BCIT Aerospace Technology Campus

BCIT and Industry

Continuing to strengthen relationships with industry is vital to the success of BCIT and its students. BCIT engages with leading businesses from various industry sectors, including LNG, automotive, forestry, mining, and aerospace—with a view to establishing partnerships that benefit students and the Institute. Specifically, BCIT has established partnerships with Vancouver Film School and Vancouver Premier College, creating pathways for students to further their educational goals at BCIT. In addition, partnerships with two educational institutions in China were completed. These partnerships will provide dual diplomas to students in Automotive Technical Studies and Computing Systems Technology. Alignment with government and industry also extends to support and mentor women in the pursuit of skilled construction trades careers.

BCIT will continue to pursue strategic opportunities with industry partners to foster dialogue and sustain support and engagement. The Institute continues to seek opportunities to connect with industry through active participation in organizations such as the Vancouver Board of Trade and the Business Council of British Columbia. The Tech Hub at the BCIT Downtown campus, officially opened in June 2017, has hosted large-scale events that help support the local technology industry including hackathons for Vancouver Startup Week and the VR/AR Association's (VRARA) Vancouver chapter, as well as countless industry guests who find it convenient to speak to students in the heart of the tech community. Further strengthening the connection to industry, BCIT faculty are being recognized on the world stage for their leadership and commitment to the sector, from Amazon to Microsoft.

BCIT continues to refine the Program Advisory Councils (PACs) to ensure relevancy and open communication to meet the needs of industry. The PACs continue to provide BCIT with a valuable connection to industry.

PERFORMANCE MEASURES, TARGETS, AND RESULTS

The performance measures listed below align with the Ministry of Advanced Education, Skills and Training goals and objectives as defined by the 2017/18 Accountability Framework[16]. Measures are provided along with a brief summary of the results.

System Objective 1: Capacity

The Ministry's Strategic Objective of Capacity is designed to ensure the BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.

STUDENT SPACES (FTE)	2016/17 ACTUAL	2017/18 TARGET	2017/18 ACTUAL	2017/18 ASSESSMENT
Total Student Spaces	**13,254**	**12,196**	**12,962**	**Achieved**
Nursing and other allied health programs	2,583	2,710	2,643	**Substantially Achieved**
Developmental	372	321	226	**Not Achieved**
Performance Measure description: the number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas.				

BCIT is required to submit an annual Skills Gap Plan (SGP), which targets the delivery of FTEs for programs where jobs are in high demand. The Institute's SGP highlights areas of programming that directly align with labour market priorities and includes a mix of delivery at the degree, college, and technician level of education from areas of study in business, computing, construction, and engineering. The SGP are included in the annual FTE report submitted to the Ministry that indicates the funding source (i.e., base-funded or target-funded) and whether the targets were achieved. The Institute will continue to deliver all target-funded FTEs and meet or exceed utilization rates.

For several years, BCIT has consistently achieved the Ministry's target for total student spaces. During 2017/18, BCIT achieved 100% utilization on the Skills Gap targets, ultimately delivering 106% utilization on the Ministry's targeted total student spaces.

Historically, BCIT has regularly surpassed the Ministry target on Developmental Student Spaces. On September 1, 2017 BCIT implemented tuition-free Adult Basic Education (ABE) and English Language Learning (ELL) programs and part-time studies courses to domestic students to support adult learners. Prior to participating in this initiative, BCIT undertook a review related to meeting ABE / ELL definitions. Upon this review, two programs were no longer countable within these targets, resulting in a decrease of approximately 75 FTEs. For the developmental student spaces, BCIT did not meet the target due to a definitional change for what could be reported under the Adult Education Policy Framework when ABE and ELL tuition-free programming was applied. The Ministry recognizes the developmental targets for the System may require a review, and efforts will be made in the coming year to investigate this.

CREDENTIALS AWARDED	2016/17 ACTUAL	2017/18 TARGET	2017/18 ACTUAL	2017/18 ASSESSMENT
Number	**6,280**	**6,274**	**6,386**	**Achieved**
Performance Measure description: the average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.				

Credentials awarded by BCIT to domestic and international graduates have increased 6.4% over the past five years, from 6,449 in 2012/13 to 6,862 in 2016/17. This growth can be mainly attributed to certificate and diploma programs.

System Objective 2: Access

The AEST Strategic Objective of Access ensures that the BC public post-secondary system provides equitable and affordable access for residents.

ABORIGINAL STUDENT SPACES	2016/17 ACTUAL	TARGET	2017/18 ACTUAL	2017/18 ASSESSMENT
Total Aboriginal Student Spaces	**800**	**815**	**836**	**Achieved**
Ministry [AEST]	425		394	
Industry Training Authority [ITA]	375		442	
Performance Measure description: number of full-time equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.				

[16] Accountability Framework Standards Manual and Guidelines. [2018]. Province of BC

In 2017/18, Indigenous FTEs at BCIT increased by 4.5% over the previous year, achieving a total FTE count of 836 Indigenous learners. This assessment is reflective of student activity between April 2016 and March 2017. Indigenous students are enrolled in many areas of programming at BCIT, including engineering and applied sciences, business and management, and trades, particularly as apprentices in the electrical, carpentry, metal fabricator, and plumbing fields[17].

The Institute will continue to seek out opportunities for Indigenous learners through consultation with key partners and stakeholders. BCIT will be an important partner in ensuring the post-secondary experience is positive and supportive for Indigenous learners, while creating clear pathways to success, from K–12 to employment. The Institute is taking action to implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

System Objective 3: Quality

The Ministry's Strategic Objective of Quality ensures that the BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

STUDENT SATISFACTION WITH EDUCATION	2016/17 ACTUAL		2016/17 TARGET	2017/18 ACTUAL		2017/18 ASSESSMENT	2017/18 PSI
	%	+/-		%	+/-		%
Diploma, associate degree and certificate graduates	92.1%	0.6%	≥ 90%	93.3%	0.5%	**Achieved**	92.2%
Apprenticeship completers	93.6%	1.4%		93.9%	1.3%	**Achieved**	94.3%
Baccalaureate graduates	96.5%	1.2%		96.0%	1.4%	**Achieved**	93.9%
Performance Measure description: percentage of students who were very satisfied or satisfied with the education they received.							

Note: BC Post-Secondary Institutions, excluding research intensive universities, minus BCIT for 2017.

As in previous years, BCIT has continued to surpass the Ministry target on students' satisfaction with education.

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2016/17 ACTUAL		2017/18 TARGET	2017/18 ACTUAL		2017/18 ASSESSMENT	2017/18 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	94.0%	0.5%	≥ 90%	94.5%	0.5%	**Achieved**	94.4%
Apprenticeship completers	96.3%	1.1%		96.2%	1.1%	**Achieved**	95.7%
Baccalaureate graduates	95.5%	1.3%		95.2%	1.5%	**Achieved**	94.5%
Performance Measure description: percentage of students who rated the quality of instruction in their program positively.							

Note: BC Post-Secondary Institutions, excluding research intensive universities, minus BCIT for 2017.

BCIT's strong assessment by former students relating to the quality of program instruction and the achievement of Ministry's targets over the past few years indicate that the Institute continues to meet these targets.

STUDENT ASSESSMENT OF SKILL DEVELOPMENT	2016/17 ACTUAL		2017/18 TARGET	2017/18 ACTUAL		2017/18 ASSESSMENT	2017/18 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	86.8%	0.7%	≥ 85%	87.1%	0.7%	**Achieved**	87.2%
Apprenticeship completers	85.6%	1.9%		86.6%	1.7%	**Achieved**	88.6%
Baccalaureate graduates	89.8%	1.7%		89.3%	2.0%	**Achieved**	88.2%
Performance Measure description: percentage of students who indicated their education helped them to develop various skills.							

Note: BC Post-Secondary Institutions, excluding research intensive universities, not including BCIT for 2017.

BCIT's Educational Quality Framework supports continuous quality improvement, focusing on program curriculum, program delivery, and educational support systems. The Institute reviews all programs on a systematic basis, utilizing feedback from students, industry, and faculty. BCIT programs are benchmarked against programs in peer institutions across the province and Canada. There are always minor revisions and updates, but when more extensive changes are appropriate, these proposed changes are reviewed and approved by the BCIT Education Council, with support from the BCIT Learning and Teaching Centre.

[17] Central Data Warehouse (CDW) FTE Datamart, Ministry of Advanced Education, Skills and Training (May 2017)

System Objective 4: Relevance

The Ministry's Strategic Objective of Relevance ensures that the BC 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	2016/17ACTUAL		2017/18 TARGET	2017/18 ACTUAL		2017/18 ASSESSMENT	2017/18 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	85.8%	0.9%	≥ 90%	87.1%	0.9%	**Substantially Achieved**	79.1%
Apprenticeship completers	95.2%	1.3%		93.5%	1.5%	**Achieved**	92.3%
Baccalaureate graduates	94.7%	1.6%		95.0%	1.6%	**Achieved**	89.6%
Performance measure description: percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.							

Note: BC Post-Secondary Institutions, excluding research intensive universities, minus BCIT for 2017.

The results for the diploma, associate degree, and certificate (DACSO) graduates, at 87.1%, is slightly below the Ministry target (90%), but well above the PSI average (79.1%), and shows a modest improvement over the institution's performance in the previous year (85.8%). This improvement is expected to continue in 2018/19 as BCIT's new Program Mix Analysis is rolled out to monitor all full-time and part-time programs, which will identify those programs that are performing below the target, and remedial action will be identified in the Dean's operating plans. Furthermore, BCIT's robust program review process also identifies areas where programs need to improve, and BCIT's new Learning and Teaching Framework will enhance this performance metric by providing new insights and resources to support student learning and skill development.

UNEMPLOYMENT RATE	2016/17 ACTUAL		2017/18 TARGET	2017/18 ACTUAL		2017/18 ASSESSMENT	2017/18 PSI
	%	+/-		%	+/-		%
Diploma, associate degree and certificate graduates	9.0%	0.7%	≤ 10.6%	8.6%	0.7%	**Exceeded**	8.1%
Apprenticeship completers	5.0%	1.3%		3.7%	1.1%	**Exceeded**	6.4%
Baccalaureate graduates	4.3%	1.4%		2.2%	1.1%	**Exceeded**	4.6%
Performance measure description: 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.							

Note: BC Post-Secondary Institutions, excluding research intensive universities, minus BCIT for 2017.

BCIT is closely connected to fulfilling the needs of the labour market and can therefore experience an above-average impact from economic and labour market conditions in the province and in the economic development region.

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98% of BCIT degree grads are employed.

The BCIT AFRESH Home showcases innovative yet practical ideas in sustainable housing.

BCIT Going Forward

The coming year presents exciting opportunities for BCIT as leadership builds on initiatives that will ensure the Institute's programs and partnerships continue to connect with the training, economic, and social needs of the province and the rest of Canada. BCIT aims to align with industry and government needs by supporting a strategic focus in education to better match with labour demand, furthering strong partnerships with industry to deliver training and apprenticeships, and fostering hands-on learning through collaborative activities with the K-12 sector.

While building on the numerous achievements BCIT has realized over its 50-year history, there is continual commitment to ensure that BCIT remains a leader in producing job-ready graduates—not only for today's skilled labour needs, but also for those of the future.

Financial Information

Consolidated Financial Statements

For the most recent financial information, please see the Audited Financial Statements.

BCIT™

Who are we?

We are the focused. The driven.
Those who need to understand.

We are the ambitious. The entrepreneurial.
Those who never stop innovating.

We are the initiators. The uncompromising.
Those who know it can be done sustainably.

We are the relentless. The inspired.
Those who have conquered the complexity.

—

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